DOCUMENT RESUME

ED 140 521 EC 100 859

AUTHOR McMurray, J. G.
TITLE Learning Disabilities: Theory, Assessment and Remediation. A Bibliography.
INSTITUTION University of Western Ontario, London.
SPONS AGENCY Ontario Educational Research Council, Toronto.
PUB DATE 76
NOTE 140p.; Index has marginal print quality
AVAILABLE FROM Dr. J. G. McMurray, The University of Western Ontario, Althouse College, London, Canada

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Bibliographies; *Educational Diagnosis; Elementary Secondary Education; Handwriting; *Learning Disabilities; Listening; Mathematics; Neurologically Handicapped; Perceptually Handicapped; Reading; *Remedial Programs; *Research Reviews (Publications); Speech; Spelling; *Theories

ABSTRACT

The bibliography on learning disabilities emphasizes current, research-oriented literature in three areas--theory, diagnosis and assessment, and remediation. Entries are divided into the above major topic areas and listed alphabetically by author in books and periodicals sections under the following subtopics: general neurological-perceptual impairment; reading; speech and listening; and spelling, mathematics, and writing. Information provided usually includes author, title, address, publisher, source, and publication date. An author index is also provided. (SBH)

* Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original. *

ED140521

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

LEARNING DISABILITIES

THEORY, ASSESSMENT AND REMEDIATION

A BIBLIOGRAPHY

J. G. McMurray

FACULTY OF EDUCATION

THE UNIVERSITY OF WESTERN ONTARIO

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
J.G. McMurray

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

EC100859

TO DAVID, WHOSE PERSISTANCE AND UNFOLDING POTENTIAL HAVE REINFORCED OUR BELIEF THAT ALL TEACHERS HAVE A RESPONSIBILITY FOR THE ABLE UNDERACHIEVERS IN OUR SCHOOLS.

AUTHOR'S NOTE

This Bibliography assumes the format of a memorandum compiled for circulation and comment. It is not to be quoted or reproduced without the written permission of the author. All rights are reserved and enquiries for copies should be directed to the author. Comments and criticisms from users are encouraged and should be directed to Dr. J. G. McMurray, The University of Western Ontario, Althouse College, LONDON, Canada.

Cover design by Tom Ulvstal and Joyce Williams

FOREWORD

This work is an outgrowth of two earlier bibliographies relating primarily to exceptional adolescents, which were first published privately in 1971[*] and 1975[**] and later by the Council for Exceptional Children, U. S. A.

The concept of what has become known as "learning disabilities", has been used and misused with astonishing frequency since the pioneering work of Strauss and Lehtinen first appeared in 1947. The term has come to refer to children and youth formerly referred to as exhibiting brain damage or minimal brain disfunction and it now appears commonly in the literature of psychology, psychiatry, pediatrics, counselling, sociology, human genetics, etc., as well as education.

LEARNING DISABILITIES - Theory, Assessment and Remediation: A Bibliography is not intended to be a definitive compilation of all that has been written in the field. Rather, an attempt has been to be selective, with emphasis on current, significant, research-oriented periodicals and books printed in English. Earlier definitive works have been included, however, since recency is by no means evidence of quality Regretfully, a bibliographer's task is never done and it is frustrating to find new works that one should have included after manuscript deadlines have passed or worse still, to remember a significant "oldie" that one has neglected to include. Thus it is regretted, for example, to have omitted such significant books as Otto, W., McMenemy, R. A., and Smith, R. J., Corrective and Remedial Teaching, Houghton-Mifflin, 1973; Strain, P. S., Cooke, T. P. and Apolloni, T. Teaching Exceptional Children: Assessing and Modifying Social Behaviour, Academic Press, 1976; Haring, N. G. and Schiefelbusch, R.L. Teaching Special Children, McGraw-Hill, 1976; and Knights, R. M. and Bakker,

---

[*] McMurray, J. G., The Exceptional Student of Secondary School Age: A Bibliography for Psychology and Education 1960-1970. Council for Exceptional Children EDRS (Ed 051 613), Washington, D. C., 149 pp., 1971.

[**] McMurray, J. G., The Exceptional Adolescent: A Bibliography for Psychology and Education 1975, Council for Exceptional Children EDRS, Reston, Va., 267 pp., 1976.

D. J. (Eds.), Neuropsychology of Learning Disorders: Theoretical Approaches. Baltimore, MD., University Park Press, 1976; or such critically useful journal references as Rouke, B. P. Issues in the neuropsychological assessment of children with learning disabilities. Canadian Psychological Review, 1976, 17, 89-102. And this list of omitted references will probably be extended by each critical user of this work.

Attempts were made, however, to be selective and to be so by citing references that will be of practical use to teachers who wish to extend their skills and understanding while, at the same time, having some knowledge of what has been written in the field.

The uniqueness of this bibliography lies in the fact that it is interdisciplinary. References on both younger and older youngsters have been included and an attempt has been made to separate theory, assessment materials and procedures and remedial methods. No attempt was made to supplant specific references, such as Buros' "Mental Measurements Yearbooks" or "Tests in Print". In fact the whole "test" area has been downplayed because of the specialized nature of the field.

Approximately two-thirds of the references are periodicals as opposed to books and of all these, approximately 40% appear in Section I - Theoretical Overview; 20% in Section II - Diagnosis and Assessment; and 40% in Section III - Remedial Methods. Multiple references have been kept to a minimum but occur where materials clearly relate to more than one section.

This project has been funded in part by the Ontario Educational Research Council and more particularly, by The University of Western Ontario. Althouse College has housed the project and the author wishes particularly to thank Dean Ernest Stabler for his support. Appreciation is expressed to the unnamed staffs of Health Sciences Weldon and Althouse Libraries and The University of Western Ontario and at the departmental libraries at McGill University and The University of Toronto. Finally, the author is most indebted to Mrs. Shirley Lorimer who collated and organized the references, to Mr. Al Lott who computer-sorted the Index, to Miss Maureen O'Brien and Mrs. Joan Kaluza who typed the manuscript and to Mrs. Bev Williams who printed the final document.

It is hoped that this bibliography will serve a useful purpose to both beginning and experienced teachers, to researchers in education and psychology and that learning disabled children and youth may benefit most of all.

September, 1976

J. G. McMurray
Faculty of Education
The University of Western Ontario
LONDON, Ontario

TABLE OF CONTENTS

I. THEORETICAL OVERVIEW

(a) General Neurological-Perceptual Impairment

- (i) Books 1
- (ii) Periodicals 6

(b) Reading

- (i) Books 20
- (ii) Periodicals 25

(c) Speech and Listening

- (i) Books 44
- (ii) Periodicals 46

(d) Spelling, Mathematics and Writing

- (i) Books 52
- (ii) Periodicals 53

II. DIAGNOSIS AND ASSESSMENT

(a) General Neurological-Perceptual Impairment

- (i) Books 56
- (ii) Periodicals 58

(b) Reading

- (i) Books 67
- (ii) Periodicals 69

(c) Speech and Listening

- (i) Books 75
- (ii) Periodicals 76

(d) Spelling, Mathematics and Writing

- (i) Books 78
- (ii) Periodicals 79

III. REMEDIAL METHODS

(a) General Neurological-Perceptual Impairment

- (i) Books 80
- (ii) Periodicals 84

(b) Reading

- (i) Books 96
- (ii) Periodicals 101

(c) Speech and Listening

- (i) Books 112
- (ii) Periodicals 115

(d) Spelling, Mathematics and Writing

- (i) Books 119
- (ii) Periodicals 121

INDEX 124-134

Section I - Theoretical Overview

(a) General Neurological-Perceptual Impairment

(i) Books

ACLD. *International approach to learning disabilities of children and youth, ACLD conference*. Tulsa, Okla: Association of Children with Learning Disabilities, 1966.

Bannatyne, A. *Language, reading and learning disabilities*. Springfield, Ill: Charles C. Thomas, 1971.

Bateman, Barbara D. *The essentials of teaching*. San Rafiel, Calif: Dimensions Publishing, 1971.

Bateman, Barbara D. *Temporal learning*. San Rafael, Calif: Dimensions Publishing, 1968.

Birch, H. G. (ed.) *Brain damage in children*: *the biological and social aspect*. Williams and Wilkins, 1964.

Bryan, Tanis H. & Bryan, J. H. *Understanding learning disabilities*. Port Washington, N.Y.: Alfred Publishing Co., 1975.

Bulloch, A. (ed.) *A language for life*. London, U.K: Her Majesty's Stationery office, 1975.

Central processing dysfunction in children: a review of research: Phase 3 of a three-phase project. National Institute of Neurological Diseases and Stroke. Monograph No. 9, 1969.

Chalfant, J. C. & Scheffelin, Margaret A. *Directions for further research in learning disabilities*. Central Processing Dysfunctions in Children. U.S. Dept. HEW. 1969.

Chicorel index to learning disorders: books. New York City, N.Y: Chicorel Library Publishing Co., 1975.

Clements, S. D. *Task force 1 - M.B. dysfunction in children*: *terminology and identification*. Washington D.C. Department of Health & Welfare, NINBD Monograph, No. 3 P.H.S. Bulletin No. 1415, 1966.

Cruickshank, W. M. (ed.) *The teacher of brain-injured children*: *a discussion for the basis of competency*. Syracuse, N.Y: Syracuse University Press, 1966.

Cruickshank, W. M. & Hallahan, D. P. (eds.) *Perceptual and learning disabilities in children*. Syracuse, N.Y: Syracuse University Press, 1975.

Cruickshank, W. M. (ed.) *The preparation of teachers of brain-injured children*. Syracuse, N.Y: Syracuse University Press, 1968.

Csapo, M. & Agg, B. *Operation: step-up*. Vancouver, B.C.: Vancouver Association for Children with Learning Disabilities, 1974.

Denburg, M. L. *Readings for the psychology of the exceptional child: emphasis on learning disabilities*. New York: M.S.S. Information Corporation, 1974.

Dinkmeyer, D. & Dreikurs, R. *Encouraging children to learn: the encouragement process*. Englewood Cliffs, N.J: Prentice-Hall, 1963.

Directory of educational provision for handicapped children in developing commonwealth countries. (2nd edition). Marborough House, England. Commonwealth Secretariat, 1973.

Edginton, Ruth & Clements, S. D. *Indexed bibliography on the educational management of children with learning disabilities (M.B.D.)*. 3505 North Ashland Ave., Chicago, Illinois: Communications, 1967.

Ellingson, Careth & Kass, James. *Directory of facilities for the learning disabled and handicapped*. Harper Row, 1972.

Ellingson, Careth. *The shadow children: a book about children's learning disorders*. Chicago: Topaz Books, 1967.

Engelmann, S. *Preventing failure in the primary grades*. Chicago: Science Research Associates, 1969.

Faas, L. A. *Learning disabilities: a competency - based approach*. Haughton-Mifflin, 1976.

Freeman, S. W. *Does your child have a learning disability? Questions for parents*. Springfield, Ill: Thomas, 1974.

Friedman, R. *Family roots of school learning and behavioral disorders*. Springfield, Ill: Thomas, 1973.

Frierson, E. C. & Barbe, W. B. *Educating children with learning disabilities*. Appleton-Crofts, 1967.

Frostig, Marianne & Maslow, Phyllis. *Learning problems in the classroom: prevention and remediation*. Grune and Stratton, 1973.

Gardner, J. E. *Paraprofessional work with troubled children*. Gardner Press (Halstead Press), 1975.

Getman, G. N. (eds.) *The physiology of readiness: an action program for the development of perception in children*. Minneapolis, Minn: Publications to Accelerate School Success, Inc., 1964.

Gross, M. G. & Wilson, C. W. *Minimal brain dysfunction: A clinical study of incidence, diagnosis and treatment in over 1000 children*. N.Y: Brunner-Mazel, 1974.

Hallahan, D.P. & Kauffman, J.M. Research relevant to the education of distractible and hyperactive children: In W.M. Cruickshank & D.P. Hallahan (Eds.) *Perceptual and learning disabilities in children. Vol. 2*. Research and theory. Syracuse, N.Y: Syracuse University Press, 1975.

Hardy, Madeline, I. *Standards for educators of exceptional children in Canada*. Toronto, National Institute for Mental Retardation, 1971.

Haring, G. (ed.) *Task Force 2 - M.B. dysfunction in children: education, medical and health-related services*. Washington D.C. Department of Health Education and Welfare, N. and S. CDP Monograph, P.H.S. Bulletin, No. 2015, 1969.

Haring, N. & Bateman, B. *Teaching learning disabled children*, Englewood Cliffs, Prentice Hall (in press).

Haywood, H.C. (ed.) *Brain damage in school aged children*. Council for Exceptional Children. Washington, D.C: 1968.

Hearing, N.G. (ed.) *Behaviour of exceptional children*. Columbus, Ohio: Merrill, 1975.

Hellmuth, J. (ed.) *Learning disorders*. Seattle, Washington: Special Child Publications, 1965.

Hellmuth, J. (ed.) *Learning disorders*. Vol. II. Special Child Publications, 1966.

Irwin, J.E. & Marge, M. *Principles of childhood disabilities*. Appleton-Century-Crofts, 1972.

Johnson, Doris J. & Myklebust, H.R. *Learning disabilities*: *educational principles and practices*. Grune & Stratton, 1967.

Kalinger, G. & Kolson, C.K. *Reading and learning disabilities*. Merrill, 1970.

Kauffman, J.M. & Hallahan, D.P. (eds.) *Teaching children with learning disabilities: personal perspectives*. Columbus, Ohio: Charles E. Merrill, 1964.

Kaufmann, J.M. & Lewis, C.D. (eds.) *Teaching children with behavior disorders*: *personal perspectives*. Columbus, Ohio: Charles E. Merrill, 1974.

Kephart, N.C. *Learning disability*: *an educational adventure*. Lafayette, Ind: Kappa Delta Pi Press, 1968.

Kirk, S.A. *Learning disabilities* - *selected ACLD papers*. Houghton-Mifflin, 1975.

Kirk, S.A. Learning disabilities: the view from here. In J. Arena (ed.), *Progress in Parent Information*: *professional growth and public policy*, pp. 21-26. San Rafael, Calif: Academic Therapy Publications, 1969.

Kirk, S.A. & Lord, F. (eds.) *Exceptional children: educational resources and perspectives*. Boston: Houghton-Mifflin, 1974.

Koppitz, Elizabeth M. *Children with learning disabilities: a five year follow-up study*. Grune-Stratton, 1971.

Kroth, J.A. *A programmed primer in learning disabilities*. C.C. Thomas, 1971.

Kroth, R.L. *Communicating with parents of exceptional children*. Denver, Colorado: Love Pub., 1975.

Lerner, Janet W. *Children with learning disabilities-theories, diagnosis, and teaching strategies*. Boston, Mass: Houghton-Mifflin, 1971.

Lerner, Janet W. *Children with learning disabilities: theories, diagnosis and teaching strategies*, 2nd ed. Houghton-Mifflin, 1976.

Levy, H.B. *Square-pegs, round holes: the learning-disabled child in the classroom and at home*. Boston, Mass: Little Brown, 1973.

Lewis, R.S., Strauss, A. & Lehtinen, Laura *The other child*. 2nd ed. New York: Grune and Stratton, 1960.

Mann, L. & Sabatino, D.A. *The first review of special education*. Philadelphia: JSE Press, 1973.

Mann, L. & Sabatino, D.A. *The second view of special education*. Philadephia: JSE Press, 1974.

McCarthy, J. J. & McCarthy, Joan F. *Learning disabilities*. Allyn & Bacon, 1969.

McCarthy, Jeanne, M. Providing services in the public schools for children with learning disabilities. In J. Arena (ed.), *Management of the child with learning disabilities*, pp.43-52. San Rafael, Calif: Academic Therapy Publications, 1969.

Myers, Patricia I. & Hammill, D.D. *Methods for learning disorders*. New York: Wiley, 1969.

Myklebust, H.R. *Progress in learning disabilities*. New York: Grune & Stratton, 1975.

Myklebust, H. & Boshes, B. *Minimal brain damage in children: final report*. U.S. Public Health Services Contract 108-65-142. Dept. of Health, Education and Welfare, pp. 293-301. Evanston, Ill: Northwestern Univ. Press, 1969.

Ornstein, A.C. *Educating the disadvantaged*. A.M.S. Press, 1970.

Orton, F.T. *Reading writing and speech disorders in children*. W.W. Norton (2nd edition), 1961.

Pringle, Mia L. Able misfits: a study of educational and behaviour difficulties of 103 very intelligent children (IQ's 120-200). London, England: Longman, 1970.

Quay, H. C. & Werry, J. S. (eds.) Psychopathological disorders of childhood. New York: Wiley, 1972.

Rappaport, S. R. Public education for children with brain dysfunction. Syracuse, New York: Syracuse University Press, 1969.

Robins, L. N. Deviant children grown up. Baltimore: Williams and Wilkins, 1966.

Rosenthall, J. H. Hazy, crazy, and/or lazy: the maligning of children with learning disabilities. Academic Therapy Publications, 1973.

Ross, A. O. Psychological aspects of learning disabilities and reading disorders. McGraw-Hill, 1976.

Rubin, E. Z. (ed.) Cognitive perceptual motor dysfunction - from research to practice. Detroit: Wayne State University Press, 1972.

Tarnopol, L. (ed.) Learning disorders in children. Diagnosis, medication and education. Little-Brown, 1971.

Thiagarajan, S. (ed.) Instructional development for training teachers of exceptional children: A sourcebook. Reston, Va: CEC, 1974.

Von Hilsheimer, G. Allergy toxins and the learning-disabled child. Academic Therapy Publications, 1974.

Young, M. A. Teaching children with special learning needs. New York: John Day, 1967.

Zimmerman, J. T. L.A.M.P. (low achiever motivation project) Des Moines, Ohio: Des Moines Public Schools Dept. of Secondary Education, 1968.

Section I - Theoretical Overview

(a) General Neurological-Perceptual Impairment

(ii) Periodicals

Abrams, J. C. Learning disabilities: a complex phenomenon. Reading Teacher, 1970, 23, 299-303.

Adelman, H. S. Teacher education and youngsters with learning problems Part 1: Basic issues and problems confronting teacher education programs. Journal of Learning Disabilities, 1972, 5, 20-36.

Adelman, H.S. Teacher education and youngsters with learning problems, Part III: The problem pupil and the specialist teacher. The Journal of Learning Disabilities, 1972, 5, 593-604.

Alexander, K. L. & Eckland, B. K. Sex differences in the educational attainment process. American Sociological Review 1974, 39, 668-682.

Aliotti, N. C. & Blanton, W. E. Creative thinking ability, school readiness, and intelligence in first grade children. Journal of Psychology, 1973, 84, 137-143.

Alley, G. R. & Solomons, G. Minimal cerebral dysfunction as it relates to social class. Journal of Learning Disabilities, 1971, 4, 246-250.

American Academy of Pediatrics. The eye and learning disabilities. The Journal of School Health, 1972, 42, 218.

Anderson, Camilla M. Minimal brain damage. Mental Hygiene, 1972, 56, #2, 62-66.

Anderson, Camilla M. Society pays for the learning disabled. Journal of the American Medical Women's Association, 1974, 29, 458-462.

Annett, Marian & Turner, Ann. Laterality and the growth of intellectual abilities. The British Journal of Educational Psychology, 1974, 44, 37-46.

Artley, A. S. & Hardin, Veralee, B. A current dilemma: reading disability or learning disability? The Reading Teacher, 1976, 29, 361-366.

Asbury, C. A. Selected factors influencing over-and under-achievement in young school-age children. Review of Educational Research, 1974 44, 409-428.

Austin, C & Postlethwaite, T. Cognitive results based on different ages of entry to school: a comparative study. Journal of Educational Psychology, 1974, 66, 857-863.

Alylward, J. L. The role of the learning disability specialist in educating emotionally disturbed children. Journal of Learning Disabilities, 1971, 4, 277-279.

Bartel, Nettie. Disabled or disadvantaged: why the question? *Journal of Special Education*, 1973, 7, 413-416.

Bateman, Barbara. Learning disabilities: An overview. *Journal of School Psychology*, 1965, 3, 1-12.

Bateman, Barbara. Learning disabilities: Yesterday, today, and tomorrow. *Exceptional Children*, 1964, 31, 167-177.

Bateman, Barbara. Learning disorders. *Journal of Educational Research*, 1966, 36, 93-119.

Battle, Esther, & Lacey, Beth. A context for hyperactivity in children, over time. *Child Development*, 1972, 43 (3-4) 757-773.

Behrmann, Polly. Is your child ready for school? *Journal of Learning Disabilities*, 1972, 5, 291-294.

Benowitz, M.L. & Rosenfeld, J.G. Three types of incentives and the classroom learning of middle-and lower-class children. *Psychology in the Schools*, 1973, 10, 79-83.

Benton, C.D. Comment: The eye and learning disabilities. *Journal of Learning Disabilities*, 1973, 6, 334-336.

Benton, D. Ophthalmologists recommend less emphasis on the eyes in learning disorders. *Journal of Learning Disabilities*, 1970, 3, 536-538.

Bentzen, Frances. Sex ratios in learning and behavior disorders. *American Journal of Orthopsychiatry*, 1963, 33, 92-98.

Black, F.W. Sources and recency of information in learning-disability literature. *Perceptual and Motor Skills*, 1973, 37, 840-842.

Black, F.W. Season of birth and intelligence in a sample of learning-disabled children. *The Journal of Genetic Psychology*, 1973, 123, 31-34.

Blair, F.X. Where are we going in learning disabilities? *Special Education*, 1969, 43, 15-21.

Blankenship, Elise. A first primer on visual perception. *Journal of Learning Disabilities*, 1971, 4, 578-581.

Bloom, B.S. Learning for Mastery. *Evaluation Comments (U.C.L.A.)* 1968, 1, #2, (May).

Boshes, B. & Myklebust, H.R. A neurological and behavioral study of children with learning disorders. *Neurology*, 1964, 14, 7-12.

Boyd, J. Why children fail - reasons or rationalizations. *Academic Therapy*, 1975, 11, 233-234.

Brown, R.I. Distractibility and some scholastic skills. Journal of Child Psychology & Psychiatry, 1965 6, 55-62.

Brownstone, Jane & Dye, Carol. A communication workshop for parents. Mental Health Digest, 1972, 4, #9, 37-38.

Bryan, Tanis H. Learning disabilities: A new stereotype. Journal of Learning Disabilies, 1974, 7, 304-309.

Bryan, Tanis H. Peer Popularity of learning disabled children. Journal of Learning Disabilities, 1974, 7, p. 621-625.

Bryant, J.E. Parent-child relationships: their effect on rehabilitation. Journal of Learning Disabilities, 1971, 4, 325-329.

Butcofsky, D. Any learning skills taught in high school? Journal of Reading, 1971, 15, 195-198.

Cantwell, D.P. Psychiatric illness in the families of hyperactive children. Archives of General Psychiatry, 1972, 27, 414-417.

Caplan, Paula J. & Kinsbourne M. Sex differences in response to school failure. Journal of Learning Disabilities, 1974, 7, 232-235.

Carpenter, R. L. & Augustine, L.E. A pilot training program for parent-clinicians. Journal of Speech and Hearing Disorders, 1973, 38, 48-58.

Chess, Stella. Neurological dysfunction and childhood behavioral pathology. Journal of Autism and Childhood Schizophrenia, 1972, 2, 299-311.

Clements, S.D. & Peters, J.E. Minimal brain dysfunctions in the school-age child. Archives of General Psychiatry, 1962, 6, 17-29.

Cohen, Nancy J. (ed.) Cognitive styles in adolescents previously diagnosed as hyperactive. Journal of Child Psychology and Psychiatry, 1972, 13, 203-209.

Cole, M. & Kraft, M.B. Specific learning disability. Cortex, 1965, 1, 302-313.

Conners, C. K. Symptom patterns in hyperkinetic, neurotic, and normal children. Child Development, 1970, 41, 667-682.

Connors, C.K. What parents need to know about stimulant drugs and special education. Journal of Learning Disabilities, 1973, 6, 349-351.

Consilia, Sister Mary. USA in the '70's - a look at the learning-disabled child. Academic Therapy, 1974, 9, 301-308.

Coursin, D.B. Nutrition and brain development in infants. Merrill-Palmer Quarterly, 1972, 18, 177-202.

Crinella, F.M. (ed.) Unilateral dominance is not related to neuropsychological integrity. *Child Development*, 1971, 42, (4-6) 2033-2054.

Cruickshank, W.M. Some issues facing the field of learning disability. *Journal of Learning Disabilities*, 1972, 5, 380-388.

Cruickshank, W.M. & Hallahan, D.P. Alfred A. Strauss: pioneer in learning disabilities. *Exceptional Children*, 1973, 39, 321-327.

Denhoff, E. Emotional and psychological background of neurologically handicapped child. *Exceptional Children*, 1961, 27, 347-349.

Denhoff, E. The responsibility of the physician parent, and child in learning disabilities. *Rehabilitation Literature*, 1974, 35, 226-230.

Diller, L. & Weinberg, J. Differential aspects of attention in brain-damaged persons. *Perceptual and Motor Skills*, 1972, 35, 71-81.

Divoky, Diane. Education's latest victim: The "LD" kid. *Learning*, 1974, 3, #2, 20-25.

Douglas, Virginia. Stop, look and listen: the problem of sustained attention and impulse control in hyperactive and normal children. *Canadian Journal of Behavioural Science*, 1972, 4, 259-282.

Doyle, R.B. (ed.) Attention defects and the effects of visual distraction. *Journal of Learning Disabilities*, 1976, 9, 48-54.

Dunsing, J. Learning disabilities: art, science, or witchcraft? or let's save baby after the wash! *Academic Therapy*, 1973, 8, 451-460.

Durrell, D.D. Learning difficulties among children of normal intelligence. *Elementary School Journal*, 1954, 55, 201-208.

Eaves, Linda C & Crechton, John U. A five-year follow-up of children with minimal brain dysfunction. *Academic Therapy*, 1974, 10, 173-180.

Edington, Ruth E. SLD Children: A ten-year follow-up. *Academic Therapy*, 1975, 11, 53-64.

Espinda, Stanley D. Color vision deficiency: A learning disability? *Journal of Learning Disabilities*, 1973, 6, 163-166.

Fenichel, G.M. The neurological disorders of children. *Clinical Proceedings of Children's Hospital of the District of Columbia*, 1971. 27, 67-73.

Ferber, H. Keeley, S.M. (ed.) Training parents in behavior modification: Outcome of and problems encountered in a program after Patterson's work. *Behavior Therapy*, 1974, 5, 415-419.

Flax, N. The eye and learning disabilities. Journal of Learning Disabilities, 1973, 6, 328-333.

Flook, A.J.M. & Robinson, P. Jeannie. Academic performance with and without knowledge of scores on tests of intelligence, aptitude, and personality. Journal of Educational Psychology, 1972, 63, 123-129.

Franks, D.J. Ethnic and social status characteristics of children in EMR and LD classes. Exceptional Children, 1971, 37, 537-538.

Freeman, S.W. Learning disabilities and the school health worker. Journal of School Health, 1973, 43, 521-522.

Fremon, Suzanne S. Why free schools fail. Parents' Magazine, 1972, 47, (9) 50-51, 92, 96, 98.

Fried, R. The unique problems of the adopted child. Medical Insight, 1974, 6 #2, 30-31.

Friedman, D. Utility of the concept of brain damage for the school psychologist. Journal of School Psychology, 1968-69, 7 (4), 27-32.

Friedman, R.J. A critical look at learning disabilities. Ontario Medical Review, 1973, 40, 253-255.

Fritz, Janet. Reversal-shift behavior in children with specific learning disabilities. Perceptual and Motor Skills, 1974, 38, 431-438.

Frostig, M. Visual perception in the brain-injured child. American Journal of Orthopsychiatry, 1963, 33, 665-671.

Frymier, J.R. (ed.) A longitudinal study of academic motivation. Journal of Education Research, 1975, 69, 63-65.

Gaddes, W.H. A neuropsychological approach to learning disorders. Journal of Learning Disabilities, 1968, 1, 523-534.

Gallagher, J.J. Learning disabilities: An introduction to selected papers. Exceptional Children, 1964, 31, 165-177.

Geschwind, N. Disorders of higher cortical function in children. Clinical Proceedings: Children's Hospital, National Medical Center, 1972, 28, 261-272.

Gibson, W.C. The brain and behavior in children. Journal of Education University of British Columbia, 1961, 5, 28-32.

Giffin, Mary E. Learning disabilities: Implications for medicine and education. The Journal of School Health, 1972, 42, 77-80.

Glassman, Lynne. Directory of resources on early childhood education. Exceptional Children, 1971, 37, 703-712.

Goldman, R. Cross-cultural adaptation of a program to involve parents in their children's learning. Child Welfare, 1973, 52, 521-532.

Goldstein, K. & Tilker, H. Attitudes toward A-B-C-D-F and honours - pass-fail grading systems. The Journal of Educational Research, 1971, 65, 99-100.

Goodman, L.M. Perceptual preferences in relation to aspects of personality. Genetic Psychology Monographs, 1973, 88, 111-132.

Goodstein, H.A. & Kahn, H. Pattern of achievement among children with learning difficulties. Exceptional Children, 1974, 41, 47-49.

Gottfried, A.W. Intellectual consequences of perinatal anoxia. Psychological Bulletin, 1973, 80, 231-242.

Greenberg, Judith & Alshan, L.M. Perceptual-motor functioning and school achievement in lower-class black children. Perceptual and Motor Skills, 1974, 38,60-62.

Guthery, G.H. Differences in attiude of educationally handicapped mentally retarded and normal students: A study of attitudes toward school, teachers and academics. Journal of Learning Disabilities, 1971, 4, 330-332.

Hall, R.V. (ed.) Teachers and parents as researchers using multiple baseline designs. Journal of Applied Behavior Analysis, 1970, 3, 247-255.

Hall, R.V. (ed.) Effects of teacher attention on study behavior. Journal of Applied Behavior Analysis, 1968, I, 1-12.

Hallahan, D.P. (ed.) Selective attention and cognitive tempo of low achieving and high achieving sixth grade males. Perceptual and Motor Skills, 1973, 36, 579-583.

Harnad, S.R. Creativity, lateral saccades and the nondominant hemisphere. Perceptual and Motor Skills, 1972, 34, 653-654.

Hartman, Nancy & Hartman, R.K. The theory of neurological organization in historical perspective. Journal of Reading Behavior, 1973, 5, #3, 177-185.

Heath, E. & Early, G. Intramodal and intermodal functioning of normal and LD children. Academic Therapy, 1973, 9, 133-149.

Heath, E.J. & Jani, S.N. The "less-than-optional" profile of the LD child. Academic Therapy, 1974, 9, 469-474.

Henderson, E.H. & Long, Barbara. Personal-social correlates of academic success among disadvantaged school beginners. Journal of School Psychology, 1971, 9, 101-113.

Herrick, M.J. Disabled or disadvantaged: what's the difference? *Journal of Special Education*, 1973, *7*, 381-386.

Hertzig, Margaret, E. (ed.) Neurologic findings in children educationally designated as 'brain-damaged.' *American Journal of Orthopsychiatry*, 1969, *39*, 437-446.

Hinton, G. G. & Knights, R.M. Children with learning problems: Academic history, academic prediction, and adjustment three years after assessment. *Exceptional Children*, 1971, *37*, 513-519.

de Hirsch, Katrina. Learning disabilities: An overview. *Bulletin of the New York Academy of Medicine*, 1974, *50*, 459-479.

Hohman, L. B. The brain-damaged child: What are his emotional needs? *Dallas Medical Journal*, 1959, March, 142-151.

Holloway, G.F. Auditory-visual integration in language-delayed children. *Journal of Learning Disabilities*, 1971, *4*, 204-208.

Huberty, C. & Swan, W. Preschool classroom experience and first grade achievement: *The Journal of Educational Research*, 1974, *67*, 311-316.

Huizinga, R.J. & Smalligan, D.H. The area learning center-a regional program for school children with learning disabilities. *Journal of Learning Disabilities*, 1968, *1*, 502-506.

Hurwitz, I. & Bibace, R.M. (ed.) Neuropsychological function of normal boys, delinquent boys and boys with learning problems. *Perceptual and Motor Skills*, 1972, *35*, 387-394.

Jani, S. N. & Jani, Linda A. Nutritional deprivation and learning disabilities - an appraisal. Academic Therapy, 1974, *10*, 151-158.

Jorstad, Dorothy. Psycho-linguistic learning disabilities in 20 Mexican-American students. Journal of Learning Disabilities, 1971, *4* 143-149.

Kahn, J.P. The emotional concomitants of the brain-damaged child. *Journal of Learning Disabilities*, 1969, *2*, 644-651.

Kappelman, M.M. (ed.) A study of learning disorders among disadvantaged children. *Journal of Learning Disabilities*, 1969, *2*, 261-268.

Keeney, A.H. Vision and learning disabilities. *Sight-Saving Review*, 1969, *39*, 73-78.

Kenny, T.J. (ed.) Characteristics of children referred because of hyperactivity. *Journal of Pediatrics*, 1971, *79*, 618-622.

Keogh, Barbara K. Hyperactivity and learning problems: Implications for teachers. *Academic Therapy*, 1971, *7*, 47-50.

Keogh, Barbara K. Hyperactivity and learning disorders: Review and speculation. Exceptional Children, 1971, 37, 101-109.

Kephart, N.C. Perceptual-motor aspects of learning disabilities. Exceptional Children, 1964, 31, 201-206.

Kershner, J. & Kershner, Barbara. Dual brain asymmetry: Another cause of learning disorders? Academic Therapy, 1973, 8, 391-393.

Klein, D. Exploring the myth of I.Q. Parents' Magazine, 1971, 46 (10) 52-53, 124-127-128.

Kline, C.L. The adolescents with learning problems: How long must they wait? Journal of Learning Disabilities, 1972, 5, 262-284.

Knoblock, H.R. (ed.) Neuropsychiatric sequelae of permaturity. Journal of the American Medical Association, 1956, 161, 679-690.

Koppitz, Elizabeth. Special class pupils with learning disabilities: a five-year follow-up study. Academic Theraphy, 1972, 8, 133-139.

Kronick, D. Some thoughts on group identification: Social needs. Journal of Learning Disabilities, 7, #3, 1974, 144-147.

Kroth, R. Whelan, R. J. & Stables, J.M. Teacher application of behavior principles in home and classroom environments. Focus on Exceptional Children, 1970, 1, 1-10.

Kurlander, L.F. & Colodny, Dorothy. 'Pseudoneurosis' in the neurologically handicapped child. American Journal of Orthopsychiatry, 1965, 35, 733-738.

Larsen, S.C., & Parker, R. (ed.) Differences in self-concept of normal and learning disabled children. Perceptual and Motor Skills, 1973, 37, 510.

Lerner, Janet, W. Learning disabilities: A school health problem. The Journal of School Health, 1972, 42, 320-325.

Lesser, S.R. & Easser, B. Ruth. Personality differences in the perceptually handicapped. Journal of the American Academy of Child Psychiatry, 1972, 11, 458-466.

Lettick, Amy L. On talking to severely neurologically handicapped children. Journal of Learning Disabilities, 1974, 7, 8-16.

Lietz, E.S. Perceptual-motor abilities of disadvantaged and advantaged kindergarten children. Perceptual & Motor Skills, 1972, 35, 887-89

Lipton, H.L. & Svarstad, B.L. Parental expectations of a multidisciplinary clinic for children with developmental disabilities. Journal of Health and Social Behaviour, 1974, 15, 157-166.

Lishman, W.A. The psychiatric sequelae of head injury. Psychiatric Medicine, 1973, 3, 304-318.

Lucco, A.A. Cognitive development after age five: A future factor in the failure of early intervention with the urban child. American Journal of Orthopsychiatry, 1972, 42, 847-856.

McGhee, P.E. Cognitive mastery and children's humor. Psychological Bulletin 1974, 81, 721-730.

McKeachie, W.J. The decline and fall of the laws of learning. Educational Researcher, 1974, 3, 7-11.

Meier, J.H. Prevalence and characteristics of learning disabilities found in second grade children. Journal of Learning Disabilities, 1971, 4, 1-16.

Lahaderne, H.M. Attitudinal and intellectual correlates of attention: a study of four sixth grade classrooms. Journal of Educational Psychology, 1968, 59, 320-324.

Lapouse, R. & Monk M. An epidemiologic study of behavior characteristics in children. American Journal of Public Health, 1958, 48, 1134-1144.

Laufer, M.W. Cerebral dysfunction and behavior disorders in adolescents. American Journal of Orthopsychiatry, 1962, 32, 501-506.

Lezak, Muriel D. & Dixon, H.H. The brain-injured child in a clinic population: A statistical description. Exceptional Children, 1964, 30, 237-240.

Lippitt, R. & Gold, M. Classroom social structure as a mental health problem. Journal of Social Issues, 1959, 15, 40-58.

Martin, F. Teacher inservice training in classroom use of contingency management. Psychology in the Schools, 1973, 10, 226-231.

Marwit, S.J. & Stenner, A.J. Hyperkinesis: Delineation of two patterns. Exceptional Children, 1972, 38, 401-406.

Mauser, A.J. Learning disabilities and delinquent youth. Academic Therapy, 1974, 9, 389-402.

McGrady, H.J. Learning disabilities: Implications for medicine and education. The Journal of School Health, 1971, 41, 227-234.

McWhirter, J.J. A parent education group in learning disabilities. Journal of Learning Disabilities, 1976, 9, 16-20.

Meier, J.H. Prevalence and characteristics of learning disabilities found in second grade children. Journal of Learning Disabilities, 1971, 4, 1-16.

Miller, E. Handedness and the pattern of human ability. British Journal of Psychology, 1971, 62, 111-112.

Miller, L.C. Dimensions of psychopathology in middle childhood. Psychological Reports, 1967, 21, 897-903.

Minde, K. & Weiss, Gabrielle (ed.) A 5-year follow-up study of 91 hyperactive school children. Journal of the American Academy of Child Psychiatry, 1972, 11, 595-610.

Moss, J.W. Disabled or disadvantaged: there is a difference. Journal of Special Education, 1973, 7, 387-391.

Murray, C. Relationship between social deprivation and aspects of psychomotor performance in middle adolescence. British Journal of Preventative and Social Medicine, 1973, 27, 177-181.

Myers, Patricia & Hammill, D. Deprivation or learning disability: another dilemma for special education. Journal of Special Education, 1973, 7, 409-411.

Myklebust, H.R. (ed.) Emotional characteristics of learning disability. Journal of Autism and Childhood Schizophrenia, 1972, 2, 151-159.

Nazzaro, Jean Head start for the handicapped--what's been accomplished? Exceptional Children, 1974, 41, 103-108.

Neisworth, J.T. & Greer, J.G. Functional similarities of learning disability and mild retardation. Exceptional Children, 1975, 42, 17-24.

Ney, P.G. Four types of hyperkinesis. Canadian Psychiatric Association Journal, 1974, 19, 543-550.

Nichol, H. Children with learning disabilities referred to psychiatrists: A follow-up study. Journal of Learning Disabilities, 1974, 7, 118-122.

Nicholls, J.V. Specific learning disabilities in school children. Ontario Medical Review, 1971, 38, 55-59.

O'Gara, Mary Jane. The child in the middle. Journal of Learning Disabilities, 1974, 7, 353-358.

Ollendick, T.H. & Finch, A.J. Reflection-impulsivity in brain-damaged and normal children. Perceptual and Motor Skills, 1973, 36, 654.

Ornstein, A.C. Teacher training for the "difficult" child. Peabody Journal of Education, 1964, 41, 235-237.

Ornstein, R.E. Right and left thinking. Psychology Today, 1973, 6, #12, 86-92.

Owen, Freya W. (ed.) Learning disorders in children: Sibling studies. Monographs of the Society for Research in Child Development, 1971 36, #4, 1-77.

Paraskevopoulos, J. & McCarthy, Jeanne M. Behavioral patterns of children with special learning disabilities. Psychology in the Schools, 1970, 7, 42-46.

Peterson, D.R. (ed.) Child behavior problems and parental attitudes. Child Development, 1961, 32, 151-162.

Pimm, J.B.& Quay, H.C. (ed.) Dimensions of problem behavior in first grade children. Psychology in the Schools, 1967, 4, 155-157.

Pollack, Max. Suspected early minimal brain damage and severe psychopathology in adolescence. Adolescence, 1969, 4, 361-384.

Powers, H.W.S. Caffeine, behavior and the LD child. Academic Therapy, 1975, 11, 5-20.

Premack, D. Toward empirical behaviour laws: 1.positive reinforcement Psychological Review, 1959, 66, 219.

Pyfer, Jean & Carlson, B.R. Characteristic motor development of children with learning disabilities. Perceptual and Motor Skills, 1972, 35, 291-296.

Redelheim, P.S. Learning-disabled or culturally disadvantaged: A separate piece? Journal of Special Education, 1973, 7, 399-407.

Reitan, R.M. Problems and prospects in studying the psychological correlates of brain lesions. Cortex, 1966, 2, 127-154.

Reitan, R.M. Sensorimotor functions in brain-damaged and normal children of early school age. Perceptual and Motor Skills, 1971, 33, 655-664.

Ring, Barbara C. Memory processes and children with learning problems. Academic Therapy, 1975, 11, 111-116.

Robbins, M.P. A study of the validity of Delacato's theory of neurological organization. Exceptional Children, 1966, 32, 517-523.

Rosentswieg, J. & Herndon, Daisy. Perceptual-motor ability and intellectual ability of kindergarten age children. Perceptual and Motor Skills, 1973, 37, 583-586.

Rosenthal, J. Neurophysiology of minimal cerebral dysfunctions. Academic Therapy, 1973, 8, 291-294.

Rosenthal, J. Recent advances in the neurophysiology of some specific cognitive functions. Academic Therapy, 1973, 8, 423-428.

Rost, K.J. & Charles, D.C. Academic achievement of brain injured and hyperactive children in isolation. *Exceptional Children*, 1967, *34*, 125-126.

Routh, D.K. & Roberts, R.D. Minimal brain dysfunction in children: failure to find evidence for a behavioral syndrome. *Psychological Reports*, 1972, *31*, 307-314.

Rubin, R. & Balow, B. Learning and behavior disorders: a longitudinal study. *Exceptional Children*, 1971, *38*, 293-299.

Samples, R.E. Are you teaching only one side of the brain? *Learning*, 1975, *3* #6, 24-28.

Schaefer, Florence, (ed.) Project "Me". A new approach to media in the education of learning disabled children. *Journal of Learning Disabilities*, 1974, *7*, 76-86.

Schechter, M.D. Psychiatric aspects of learning disabilities. *Child Psychiatry and Human Development*, 1974, *5*, 67-77.

Schortinghuis, N.E. & Frohman, Alma. A comparison of paraprofessional and professional with preschool children. *Journal of Learning Disabilities*, 1974, *7*, 245-247.

Senf, G.M. & Freundl, Pamela. Memory and attention factors in specific learning disabilities. *Journal of Learning Disabilities*, 1971, *4*, 94-106.

Shafer, Sarah A & Lilly, E.C. Dominance in relation to achievement. *Academic Therapy*, 1971, *6*, 177-185.

Silver, L.B. Familial patterns in children with neurologically-based learning disabilities. *Journal of Learning Disabilities*, 1971, *4*; 349-358.

Silver, L.B. A proposed view on the etiology of the neurological learning disability syndrome. *Journal of Learning Disabilities*, 1971, *4*, 123-133.

Silverman, M. *et al*. Powers of attention and academic achievement. *Perceputal and Motor Skills*, 1963, *17*, 243-249.

Slater, B.R. Effects of noise on pupil performance. *Journal of Educational Psychology*, 1968, *59*, 239-243.

Sluyter, D.J. & Hawkins, R.P. Delayed reinforcement of classroom behavior by parents. *Journal of Learning Disabilities*, 1972, *5*, 20-28.

Sroufe, L.A. (ed.) Anticipatory heart rate deceleration and reaction time in children with and without referral for learning disability. *Child Development*, 1973, *44*, 267-273.

Stewart, M.A. & Morrison, J.R. Affective disorder among the relatives of hyperactive children. *Journal of Child Psychology & Psychiatry*, 1973, 14, 209-212.

Stewart, M.A. (ed.) Hyperactive children as adolescents: How they describe themselves. *Child Psychiatry and Human Development*, 1973, 4, 3-11.

Strickler, E. Family interaction factors in psychogenic learning disturbance. *Journal of Learning Disabilities*, 1969, 2, 147-154.

Sykes, D.H. (ed.) Sustained attention in hyeractive children. *Journal of Child Psychology & Psychiatry*, 1973, 14, 213-220.

Tarver, Sara G & Hallahan, D.P. Attention deficits in children with learning disabilities: A review. *Journal of Learning Disabilities*, 1974, 7, 560-569.

Tash, E. The child who does not learn. *Academic Therapy*, 1972, 7, 329-323.

Telegdy, G.A. The relationship between socioeconomic status and school readiness. *Psychology in the Schools*, 1974, 11, 351-356.

Thompson, D. Do perceptional handicaps matter? *Special Education*, 1972, 61, #3, 15-18.

Thompson, Harriet. Malnutrition as a possible contributing factor to learning disabilities. *Journal of Learning Disabilities*, 1971, 4 312-315.

Thornhill, H.L. Some approaches to the problem of poverty as a factor in the pathogenesis of motor disability. *Bulletin of the New York Academy of Medicine*, 1974, 50, 50-54.

Topaz, P.M. Report on the Journal of Learning Disabilities' preliminary study of drug abuse and minimal brain dysfunction. *Journal of Learning Disabilities*, 1971, 4, 502-506.

Tsvetkova, L.S. Basic principles of a theory of re-education of brain-injured patients. *Journal of Special Education*, 1972, 6, 135-144.

Tuinman, J.J. Thorndike revisited-some facts. *Reading Research Quarterly*, 1971, 7, #1, 195-202.

Van Osdol, B.M. A study of developmental hyperactivity. *Mental Retardation*, 1972, 10, #3, 18-24.

Vaughan, R.W. & Hodges, L. A statistical survey into a definition of learning disabilities: A search for acceptance. *Journal of Learning Disabilities*, 1973, 6, 658-664.

Waldrop, Mary F. & Goering, J. Hyperactivity and minor physical abnormalies in elementary school children. American Journal of Orthopsychiatry, 1971, 41, 602-607.

Wallbrown, Jane D. & Wallbrown, F.H. Classroom behaviour associated with difficulties in visual-motor perception. Psychology in the Schools, 1976, 13, 20-24.

Washburn, Winnifred Y. Where to go in Voc-Ed. for Secondary LD students. Academic Therapy, 1975, 11, 31-36.

Wedell, K. Perceptual-motor difficulties. Special Education, 1968, 57, 25-30.

Weiss, Gabrielle. Studies of the hyperactive child: Five-year follow-up. Archives of General Psychiatry, 1971, 24, 409-414.

Wender, P.H. The minimal brain dysfunction syndrome in children. I. The syndrome and its relevance for psychiatry. II. A psychological and bio-chemical model for the syndrome. Journal of Nervous and Mental Disease, 1972, 155, 55-71.

Werry, J.S. (ed.) Studies on the hyperactive child - VII: neurological status compared with neurotic & normal children. American Journal of Orthopsychiatry, 1972, 42, 441-450.

Whitcraft, Carol. Approaching cooperative research in learning disabilities through psycholinguistics. Journal of Learning Disabilities, 1971, 4, 568-571.

Wiig, Elizabeth & Harris, Shirley. Perception and interpretation of nonverbally expressed emotions by adolescents with learning disabilities. Perceptual and Motor Skills, 1974, 38, 239-245.

Williamson, Ann P. Career education: implications for secondary LD students. Academic Therapy, 1974, 10, 193-200.

Wills, I.H. & Banas, Norma. The fragile child. Journal of Learning Disabilities, 1971, 4, 308-311.

Wilson, M. An introduction to minimal cerebral dysfunction. Forward Trends, 1970, 14, 44-48.

Wright, L.S. Conduct problem or learning disability? The Journal of Special Education, 1974, 8, 331-336.

Wunderlich, R.C. Developing correlates in learning. Academic Therapy, 1971, 7, 59-72.

Zrull, J.P. & McDermott, J.F. (ed.) Hyperkinetic syndrome: the role of depression. Child Psychiatry and Human Development, 1970, 1, 33-40.

(b) Reading

(i) Books

Ablewhite, R.C. The slow reader: a problem in two parts. London, England: Heinemann Press, 1967.

Van Allen, R. Reading programs: alternatives for improvement. EKNE, 1973.

Bakker, D.J. Temporal order in disturbed reading: developmental and neuropsychological aspects in normal and reading-retarded children. Rotterdam, Holland: Rotterdam University Press, 1972.

Bakker, D.J. & Satz, P. Specific reading disability. Advances in theory and method. Rotterdam, Holland: Rotterdam University Press, 1970.

Banas, Norma & Wills, I.H. Success begins with understanding. Academic Therapy Publications, 1972.

Bannatyne, A. Language, reading and learning disabilities. Springfield, Ill: Charles C. Thomas, 1971.

Bateman, B. (ed.) Reading performance and how to achieve it. Special Child Publications, 1973.

Bullock, A. A language for life. (Report of the committee of inquiry appointed by the Secretary of State for education and science). London, England: Her Majesties Stationery Office, 1975.

Cawley, J.F., (ed.) The slow learner and the reading problem. C.C. Thomas, 1972.

Chall, Jeanne. Learning to read - the great debate. McGraw Hill, 1966.

Clark, Margaret. Reading difficulties in schools. Harmondsworth, U.K: Penguin, 1970.

Cox, Margaret. The challenge of reading failure. The National Foundation for Education Research in England and Wales, 1968.

Critchley, M. The dyslexic child. C.C. Thomas, 1970.

Cushenberry, D. Reading improvement in the elementary school. Prentice Hall, 1969.

Dechant, E. Reading improvement in the secondary school, Prentice Hall, 1973.

Delacato, C.H. *Neurological organization and reading.* Springfield, Ill: Charles C. Thomas, 1966.

Delacato, C.H. *A new start for the child with reading problems: a manual for parents*. New York: McKay Publishers, 1970.

Doehring, D.G. *et al*. *Patterns of impairment in specific reading disabilities*: a neuro-psychological investigation. Indiana University Press, 1968.

Durrell, D. *Improving reading instruction*. New York: Harcourt Brace & World, 1956.

Erickson, D.G. *Handbook for teachers of disabled readers*. Iowa City, Iowa: Sernoll, 1966.

Erickson, M.O. *Orientational skills of children with reading problems*. University of Michigan (Ann Arbour), 1964.

Franklin, A.W. (ed.) *Word-blindness or specific developmental dyslexia*. London: Pitman, 1962.

Goldburg, H.K. & Schiffman, G.B. *Dyslexia*: *problems of reading disabilities*. New York: Grune & Stratton, 1972.

Great, Carolyn. *The influence of re-allowed sessions on reading achievement*. M.Ed. Thesis, McGill University, 1974.

Gunderson, Doris V. (ed.) *Language and reading*: *an interdisciplinary approach*. Washington: Washington Center for Applied Linguistics, 1970.

Hardy, Madeline I. *Clinical follow-up study of disabled readers*. Ed. D. Thesis, University of Toronto, 1968.

Harris, A. J. (ed.) *Casebook on reading disability*. New York: D. McKay Press, 1970.

Hartsein, J. (ed.) *Current concepts in dyslexia*. C.V. Mospy, 1971.

Hartman, Nancy & Hartman, R.K. (eds.) *Perspectives in reading*. M.S.S. Educational Publishing Co., 1971.

Hathaway, Elizabeth E. *The teaching box*. Roxsbury, Mass: The Review of Education, 1970.

Heinimann, R.R. & Bernstein, Marilyn. *The fourth R; a return to learning for sidetracked adolescents*. Beacon Press, 1967.

de Hirsch, Katrina *et al*. *Predicting reading failure; a preliminary study of reading, writing, and spelling disabilities in pre-school children*. New York: Harper, Row, 1966.

Hughes, Felicity. Reading and writing before school. Pan Books, 1975.

Hughes, J.M. Reading and reading failures. London, England: Evans Brothers, 1975.

Jansky, Jeanette J. & de Hirsch, Katrina. Preventing reading failure: prediction, diagnosis, intervention. Harper Row, 1972.

Jennings, Shirley K. A review of the most recent studies relevant to retarded reading viewed as a learning disability. M.A. Thesis, University of Toronto, 1969.

Jordan, Dale R. Dsylexia in the classroom. Columbus, Ohio: Merrill, 1972.

Kalinger, G. & Kolson, C.K. Reading and learning disabilities. Merrill, 1970.

Kaluger, G. & Kolson, C.J. Reading and learning disabilities. Columbus, Ohio, Merrill, 1969.

Karlin, R. Teaching reading in a high school. Bobbs-Merrill, 1972.

Kerfoot, J.K. (ed.) Reading for the disadvantaged. Newark, Delaware: International Reading Association, 1967.

Klasen, Edith. The syndrome of specific dyslexia. Baltimore, Md: University Park Press, 1972.

Kottmeyer, William. Decoding and meaning: a modest proposal. McGraw ill, 1973.

Laurita, R.E. Reading, writing and creativity. Seattle: Straub, 1973.

Lee, W.R. Spelling irregularity and reading difficulty in English. Windsor, Bershire, England: N.F.E.R. Publishing Co., 1972.

Levin, H. & Williams, Joanna. Basic studies on reading. Basic Books, 1970.

Linksz, A. On writing, reading and dyslexia. Grune and Stratton, 1973.

Malmquist, Eve. Reading and writing disabilities in children. McGraw Hill, 1975.

McKeown, P. Reading: a basic guide for parents and teachers. Routledge, 1974.

Meridith, P. Dyslexia and the individual. London, England: Elm Tree Books, 1972.

Money, J. (ed.) *The disabled reader*: *education of the dyslexic child*. Baltimore, Maryland: Johns Hopkins Press, 1966.

Money, J. *Reading disability - progress and research needs in dyslexia*. John Hopkins Press, 1962.

Monroe, M. *Children who cannot read*. Chicago, Illinois: University of Chicago Press, 1932.

Moseley, D. *Special provision for readers*: *when will they ever learn*? Windsor, U.K: NFER Press, 1975.

Moyle, D. & Moyle, Louise, M. *Modern innovations in the teaching of reading*. University of London Press, 1974.

Natchez, Gladys. *Children with reading problems*; *classic and contemporary issues in reading disability*: *selected readings*. New York: Basic Bocks, 1968.

Norrie, Edith. *The Edith Norrie letter case*. London, England: The Helen Arkell Dyslexia Centre, 1973.

O'Neill, R.F. & Weinburg, K. (eds.) *Learning disabilities and reading difficulties*. M.S.S. Publishing Corp, 1969.

Orton, S.T. *Reading, writing and speech disorders in children*. W.W. Norton (2nd ed.) 1961.

Orton, S.T. *Reading, writing and speech problems in children*. Norton, 1973.

Page, W.D. *Help for the reading teacher*. The national conference on research in English, Eric clearing house on reading and communication skills, National Institute of Education, 1975.

Paine, R. et al. *Dyslexia and reading disabilities*. New York: M.S.S. Information Corp., 1972.

Ravenette, A. *Dimensions of reading difficulties*. Pergamon Press, 1968.

Rawson, Margaret B. *Developmental language disability; adult accomplishments of dyslexic boys*. Baltimore: John Hopkins University Press, 1968.

Reiter, Irene M. *Why can't they read*? Philadelphia: Polaski Press, 1970.

Robinson, A.H. (ed.) *Meeting individual differences in reading*. University of Chicago Press (Supplementary Educational Monograph) 1964 (December No. 94)

Robinson, D.N. *Heredity and achievement - a book of readings*. London: Oxford University Press, 1970.

Robinson, Helen M. Why pupils fail in reading. Chicago, Illinois: University of Chicago Press, 1946.

Ross, A.O. Psychological aspects of learning disabilities and reading disorders. McGraw-Hill, 1976.

Rowland, T.D. The relationship between anxiety and the disparity of reading and arithmetic achievement. Pullman, Washington: D. Ed. Thesis, Washington University, 1961.

Schaefer, R.R. Reading effectively and efficiently. Wiley, 1975.

Schick, G. & May, M. (eds.) The psychology of reading behavior. Milwaukee, Wisc: National Reading Conference, 1969.

Solan, H.A. The psychology of learning and reading difficulties. Simon and Schuster, 1973.

Stevenson, Nancy. The natural way to reading. Boston: Little Brown, 1968.

Stott, D.H. Behaviour disturbance and reading disabilities. Guelph, Canada: The University of Guelph, 1969.

Strang, Ruth. Reading. San Rafiel, Calif: Dimensions Publishing, 1968.

Thompson, L.C. Reading disability: developmental dyslexia. C.C. Thomas, 1969.

Vernon, Magdalen E. Reading and its difficulties; a psychological study. Cambridge, England: Cambridge University Press, 1971.

Vernon, P.E. Reading and its difficulties: a psychological study. Cambridge, England: Cambridge University Press, 1971.

Vogel, Susan, A. Syntactic abilities in normal and dyslexic children. Baltimore: University Park Press, 1975.

Wagner, R.F. Dyslexia and your child; a guide for parents and teachers. Harper-Rowe, 1971.

Webster, J. Reading failure. Ginn, 1971.

Woestehoff, E.S. Students with reading disabilities and guidance. Houghton Mifflin, 1970.

Wunderlich, R. Kids, brains & learning. St. Petersburg, Fla: Johnny Reads, Inc., 1970.

Young, F.A. & Lindsley, D.B. Early experience and visual information processing and perceptual and reading disorders. Washington: National Academy of Sciences, 1970.

Zintz, M.V. Reading process: the teacher and the learner. W.C. Brown Publications, 1975.

Section I - Theoretical Overview

(b) Reading

(ii) Periodicals

Adams, M.R. et al. The effect of reduced reading rate on stuttering frequency. Journal of Speech and Hearing Research, 1973, 16, 671-675.

Adams, R.B. Dyslexia: A discussion of its definition. Journal of Learning Disabilities, 1969, 2, 616-633.

Algra, CeCelia & Fillbrandt, J. Book selection patterns among high school students. Journal of Reading, 1970, 14, 157-162.

Allen, J.E. Jr. Reading - the fundamental "R" - what parents can do to upgrade school programs. Parents' Magazine, 1971, 46 (5) 32.

Allington, R.L. A rationale for competency - based education of reading teachers. Journal of Reading, 1973, 17, 517-523.

Alwitt, L.F. Attention on a visual task among non-readers and readers. Perceptual and Motor Skills, 1966, 23, 361-362.

Anapolle, L. Vision problems in developmental dyslexia. Journal of Learning Difficulties, 1971, 4, 77-83.

Applebee, A.N. Research in reading retardation: Two critical problems. Journal of Child Psychology and Psychiatry, 1971, 12, 91-113.

Artley, A.S. & Hardin, Veralee, B. A current dilemma: reading disability or learning disability? The Reading Teacher, 1976, 29, 361-366.

Asher, S. & Gattman, J. Sex of teacher and student reading achievement. Journal of Educational Psychology, 1973, 65, 168-171.

Austin, Lettie. Reading: a dimension of creative power. Journal of Reading, 1972, 15, 565-571.

Ayers, J.B. Principals' perception of importance of reading readiness factors. Perceptual and Motor Skills, 1974, 38, 666.

Bader, Lois. Preparing future secondary teachers in reading. Journal of Reading, 1972, 15, 492-495.

Ball, T.S. & Deich, R.F. Reading disability and hypothesis-formation: an application of the Postman and Bruner theory. Perceptual and Motor Skills, 1972, 34, 383-386.

Balow, B. The long term effect of remedial reading instruction. Reading Teacher, 1965, 18, 581-586.

Balow, B. et al. Reading comprehension skills among hearing impaired adolescents. The Volta Review, 1971, 73, 113-119.

Barron, Ruth. Student attention and the reading teacher. Reading Improvement, 1973, 10, #3, 54-56.

Becker, G.J. & Trela, T.M. Case studies in reading. Journal of Reading. 1972, 15, 436-438.

Bell, B. et al. Some personality and motivational factors in reading retardation. The Journal of Educational Research, 1972, 65, 229-233.

Belmont, L. & Birch, H.G. Lateral Dominance, lateral awareness and reading disability. Child Development, 1965, 34, 57-71.

Birkley, Marilyn. Effecting reading improvement in the classroom through teacher self-improvement programs. Journal of Reading, 1970, 14, 94-100.

Blackman, L.S. & Burger, Agnes. Psychological factors related to early reading behavior of EMR and nonretarded children. American Journal of Mental Deficiency, 1972, 77, 212-229.

Blank, Marion, et al. Stimulus complexity and intramodal reaction time in retarded readers. Journal of Educational Psychology, 1971, 62, 117-122.

Blom, G.E. Motivational and attitudinal content of first grade reading textbooks: their influence on reading behavior and socialization Journal of the American Academy of Child Psychiatry, 1971, 10, 191-203.

Bluestein, V.W. Long-term effectiveness of remediation. Journal of School Psychology, 1968, 6, 130-135.

Blumenfeld, S.L. Why America has a reading problem. Educational Digest, 1974, 40, 24-27.

Bogle, Marion, W. Relationship between deviant behavior and reading disability: a retrospective study of the role of the nurse. Journal of School Health, 1973, 43, 312-315.

Brown, D.A. & Newman, Anabel P. Research in adult literacy. Journal of Reading Behavior, 1970, 2, 19-46.

Bryant, N.D. Characteristics of dyslexia and their remedial implications. Exceptional Children, 1964, 31, 195-197.

Bundy, L.L. The traditional view of reading instruction is inadequate. Education Digest, 1974, 40, 28-30.

Busby, W. et al. Interrelationship between self-concept, visual perception, and reading disabilities. The Journal of Experimental Education, 1974, 42, #3, 1-6.

Calfee, R. & Lindamood, Patricia, et al. Acoustic - phonetic skills and reading - kindergarten through twelfth grade. Journal of Educational Psychology, 1973, 293-298.

Calloway, B. et al. The relationship between reading and language achievement and certain sociological and adjustment factors. Reading Improvement, 1974, 11, #1, 19-26.

Carbonell de Grompone, Maria A. Children who spell better than they read. Academic Therapy, 1974, 9, 281-288.

Carrison, Muriel P. On reading: ritual or right? Intellect 1973, 101, 513-515.

Carter, Shirley. A happy headstart in reading. Parents' Magazine, 1973, 48 (2) 48-50.

Chambers, J. & Indisano, Roselmma. Boston University research in elementary school reading (1963-1969) and language arts (1927-1969). Journal of Education, Boston University School of Education, 1972, 154, #4, 3-66.

Chapman, L.J. Reading comprehension in a college of education. Reading, 1973, 7 #1, 24-31.

Chazan, M. Maladjustment and reading difficulties - 1: Recent research and experiment. Remedial Education, 1969, 4, 119-123.

Chester, R. The psychology of reading. The Journal of Educational Research, 1974, 67, 403-411.

Chomsky, Carol. Stages in language development and reading exposure. Howard Educational Review, 1972, 42, 1-33.

Clapper, Z.S. Reading retardation: II psycho-educational aspects of reading disabilities. Pediatrics, 1966, 31, 366-371.

Clark, Margaret. Symposium on reading disability & severe reading difficulty: a community study. The British Journal of Educational Psychology, 1971, 41, 14-18.

Clark, S.Elda. "That they may read" Query, 1973, 4 #2, 17-28.

Cline, T.A. Readability of community college textbooks and the reading ability of the students who use them. Journal of Reading Behavior, 1973, 5, #2, 110-118.

Cohen, S.A. & Cooper, Thelma. Seven fallacies: reading retardation and the urban disadvantaged beinning reader. The Reading Teacher, 1972, 26, 38-45.

Cohen, S.Q. Cause vs. treatment in reading achievement. Journal of Learning Disabilities, 1970, 3, 163-166.

Cooke, Sharon & Cooke, T. Parent training for the early education of the handicapped. Reading Improvement 1974, 11, #3, 62-64.

Cramer, R.L. The influence of phonic instructions on spelling achievement. Reading Teacher, 1969, 22, 499-503.

Crews, Ruthellen. More myths on the teaching of reading. Journal of Reading, 1972, 15, 411-414.

Criscuolo, N.P. Approaches to in-service reading programs. The Reading Teacher, 1971, 24, 422-424.

Criscuolo, N.P. Quality reading programs at bargain basement prices. Journal of Reading 1974, 18, 127-130.

Croxen, Mary & Lytton, H. Reading disability and difficulties in finger localization and right-left discrimination. Developmental Psychology, 1971, 5, 256-262.

Cunningham, R.C. Resurrecting meangful inservice training. Journal of Reading, 1972, 15, 485-487.

Daniels, L. Preamble to an analysis of the concept of reading. The Journal of Education of the University of British Columbia, 1970, #16, 73-84.

Davis, D.B. & Cashdan, A. A critical note: specific dyslexia. British Journal of Educational Psychology, 1963, 33, 80-82.

Della, Piana J. M. et al. Parents and reading achievment: review of research. Elementary English, 1968 45, 190-200.

Dembo, N. & Wilson, D. Can poor readers read faster? Phi Delta Kappan, 1973, 54, 626.

Deno, S.L. Data-based instruction: a system for improving learning and preventing reading failure. Manitoba Journal of Education, 1973, 9, 15-23.

Dinnan, J.A. The key to learning. Journal of Reading Behavior, 1970, 3, #1, 1-13.

Dore-Boyce, Kathleen. et al. Comparing reading expectancy formulas. The Reading Teacher, 1975, 29, 8-14.

Downing, J. Cognitive factors in dyslexia. Child Psychiatry and Human Development, 1973, 4, 115-120.

Downing, J. The meaning of 'reading' Reading, 1972, 6, #3, 30-33.

Downing, J. Some curious paradoxes in reading research. Reading, 1974, 8, #3, 2-10.

Downing, J. What is decoding? The Reading Teacher, 1975, 29, 142-144.

Dulin, K.L. Skill training for all secondary teachers. *Journal of Reading*, 1971, *15*, 109-114

Dulin, K. The sociology of reading. *The Journal of Educational Research*, 1974, *67*, 392-396.

Duncan, Linda, J. & Van Behren, Barbara. Pepper - a spicy new program. *The Reading Teacher*, 1974, *28*, 180-183.

Durkin, Dolores. After ten years: where are we now in reading? *The Reading Teacher*, 1974, *28*, 262-267.

Durkin, Dolores. Phonics: instruction that needs to be improved. *The Reading Teacher*, 1974, *28*, 152-156.

Dwyer, Carol. Influence of children's sex role standards on reading and arithmetic achievement. *Journal of Educational Psychology*, 1974, *66*, 811-816.

Dwyer, Carol. Sex differences in reading: an evaluation and a critique of current theories. *Review of Educational Research*, 1973, *43*, 455-467.

Eakin, Suzanne & Douglas, Virginia. "Automatization" and oral reading problems in children. *Journal of Learning Difficulties*, 1971, *4*, 26-33.

Eames, T.H. Physical factors in reading. *The Reading Teacher*, 1962, *15*, 427-432.

Emans, R. Reading, reasoning and reality. *Theory Into Practice*, 1973, *12*, 300-306.

Estes, T.H. & Piercey, Dorothy. Secondary reading requirements: report on the states. *Journal of Reading*, 1973, *17*, 20-24.

Farley, F.H. & Truog, A.L. Individual differences in reading comprehension. *Journal of Reading Behavior*, 1970, *3*, #1, 29-35.

Farmer, Cornelia & Garfield, S.L. The relationship between ability to read and the meaning and expression of emotion. *Journal of Learning Disabilities*, 1971, *4*, 558-562.

Farr, Beverly. Oral language competence and learning to read. *Indiana School of Education Bulletin*, 1972, *48*, #5, 41-49.

Filp,Johanna. Relationship among reading subskills: a hierarchial hypothesis. *Journal of Reading Behavior*, 1975, *7*, 229-240.

Fisher, I. Reluctant listeners. *The Speech Teacher*, 1973, *22*, 54-57.

Flanigan, M. Reading motivation - Needed: some indirection. *Indiana School of Education Bulletin*, 1972, *48*, #1, 57-63.

Flynn, A.M. Community attitudes toward reading. The Reading Teacher, 1971, 24, 708-710.

Francis, Hazel. Sentence structure and learning to read. The British Journal of Educational Psychology, 1972, 42, 113-119.

Frances, Hazel, Social background, speech and learning to read. The British Journal of Educational Psychology, 1974, 44, 290-299.

Frank, Jan & Levinson, H.N. Dysmetric dyslexia and dyspraxia. Academic Therapy, 1975, 11, 133-144.

Freed, Barbara. Secondary reading: state of the art. Journal of Reading, 1973, 17, 195-201.

Fuller, G.B. Three categories of visual-motor performance of children with a reading disability and their theoretical implications. Psychology in the Schools, 1973, 10, 19-23.

Gamsky, N. & Lloyd, Faye. A longitudinal study of visual perceptual training and reading achievement. The Journal of Educational Research 1971, 64, 451-454.

Gardner, H. Developmental dyslexia: the forgotten lesson of Monsieur C. Psychology Today, 1973, 7, #3, 62-67.

Gargiulo, R.J. Applying learning theory to the reading process. The Reading Teacher, 1971, 25, 20-23.

Gates, A.I. The role of personality maladjustment in reading disability. The Journal of Genetic Psychology, 1941, 59, 77-83.

Gee, T.C. Undergraduate reading teacher education trends: 1970's Reading Improvement 1974, 11, #3, 54-58.

Gentile, L.M. Why is reading so special? Journal of Reading, 1976, 19, 378-380.

Gibson, E.J. Learning to read. Science, 1965, 148, 1066-1072.

Glavin, J.P. & Annesley, F.R. Reading and arithmetic correlates of conduct-problem and withdrawn children. Journal of Special Education, 1971, 5, 213-219.

Glick, O. Some social-emotional consequences of early inadequate acquisition of reading skills. Journal of Educational Psychology, 1972, 63, 253-257.

Goldman, Margaret & Barclay, A. Influence of material attitudes on children with reading disabilities. Perceptual and Motor Skills, 1974, 38, 303-307.

Goodacre, Elizabeth. Reading research - 1970. Reading, 1971, 5, #1, 18-22.

Goodacre, Elizabeth. Reading research - 1971. Reading, 1972, 6, #1, 14-19.

Goodacre, Elizabeth. Reading research - 1972. Reading, 1973, 7, #1, 15-23.

Goodacre, Elizabeth. Reading research in Britain - 1973. Reading, 1974 8, #1, 14-20.

Goodman, Libby & Wiedgerholt, J.L. Predicting reading achievement in disadvantaged children. Psychology in the Schools, 1973, 10, 181-185.

Griffin, D.C. Walton, H.N. & Ives, Vera. Saccades as related to reading disorders. Journal of Learning Disabilities, 1974, 7, 310-316.

Griffiths, Anita N. Self-concepts of dyslexic children. Academic Therapy, 1975, 11, 83-90.

Groff, P. "Sight" words and the disabled reader. Academic Therapy. 1974, 10, 101-108.

Guilford, J.P. Frontiers in thinking that teachers should know about. Reading Teacher, 1960, 13, 176-182.

Gunderson, Doris V. Reading problems: glossary of terminology. Reading Research Quarterly, 1969, 4, 534-549.

Guthrie, J. Models of reading and reading disability. Journal of Educational Psychology, 1973, 65, 9-18.

Guthrie, J.T. Reading comprehension and syntactic responses in good and poor readers. Journal of Educational Psychology, 1973, 65, 294-299.

Hardy, Madeline, et al. Developmental patterns in elemental reading skills: Journal of Educational Psychology, 1972, 63, 433-436.

Harker, W.J. Reading terminology. Reading Improvement, 1973, 10, #1, 20-21.

Harris, A.J. Lateral dominance, direction of confusion and reading disability. Journal of Psychology, 1957, 44, 283-294.

Hartman, Nancy & Hartman, R.K. Perceptual handicap or reading disability? The Reading Teacher, 1973, 26, 684-695.

Hartman, Nancy & Hartman, R.K. The theory of neurological organization in historical perspective. Journal of Reading Behavior, 1973, 5, #3, 177-185.

Hatch, Evelyn. Research on reading a second language. Journal of Reading Behavior, 1974, 6, 53-62.

Hayward, Margaret. Reading and study instruction in Canadian universities and colleges. Journal of Reading, 1971, 15, 27-29.

Henderson, N. et al. Will the I.Q. test ban decrease the effectiveness of reading prediction? Journal of Educational Psychology, 1973, 65, 345-355.

Herjanic, Barbara & Penick, Elizabeth. Adult outcome of disable child readers. Journal of Special Education, 1972, 6, 397-410.

de Hirsch, Katrina. Are hyperlexics dyslexics? Journal of Special Education, 1971, 5, 243-245.

de Hirsch, Katrina. Psychological correlates of the reading process. Bulletin of the Orton Society, 1963, 13, 59-71.

Hodges, Pauline. Reading as an elective in the English program. Journal of Reading 1974, 18, 30-33.

Hogan, R.P. The special child: secondary dyslexia. Academic Therapy, 1971, 7, 51-58.

Holmes, J.A. & Singer, H. Theoretical models and trends towards more basic research in reading. Review of Educational Resarch, 1964, 34, 127-155.

Horn, Jean. The problem of older non-readers. Special Education, 1970, 59, #3, 23-25.

Houghton, Celia. Reading for the beginner: open but deliberate. Learning, 1974, 3 #1, 90,92,94.

Hoyle, Virginia. 25 years-retrospect and prospect. The Reading Teacher, 1972, 25, 729-733.

Hunter, Edna & Johnson, Laverne. Developmental and psychological differences between readers and nonreaders. Journal of Learning Disabilities, 1971, 4, 572-577.

Hunter, Edna & Lewis, H.M. The dyslexic child - two years later. Journal of Psychology, 1973, 83, 163-170.

Indrisano, Roselmina & Chambers, J.R. Reading in a multi-cultural society: A sdected review. Journal of Education (Boston) 1972, 155, 5-32.

Ingersoll, G. Individual differences in learning by reading. Indiana School of Education Bulletin, 1972, 48, #5, 59-76.

Ingersoll, G.M. & Johnson, Patricia. Attitudes and reading comprehension: A preliminary investigation. Reading Improvement, 1974, 11, #2, 52-56.

Ingram, T. Symposium on reading disability. 2. Specific learning difficulties in childhood: a medical point of view. The British Journal of Educational Psychology, 1971, 41, 6-13.

Jackson, R.K. Implications of language research for reading teaching. Reading Improvement, 1972, 9, 3-9

Jansky, J.J. Early prediction of reading problems. Bulletin of the Orton Society, 1973, 23, 78-89.

Johns, L. Speaking, listening, writing and reading. The Reading Teacher, 1976, 29, 458-459.

Johnson, D. The teaching of reading. The Journal of Educational Research 1974, 67, 412-420.

Johnson, D.D. Sex differences in reading across cultures. Reading Research Quarterly, 1973, 9, 67-86.

Johnson, T. A comparison of British and American reading instruction. Phi Beta Kappan, 1974, 55, 678-679.

Johnston, Joyce D. The reading teacher in the vocational classroom. Journal of Reading, 1974, 18, 27-29.

Katz, L. & Wicklund, D.A. Letter scanning rate for good and poor readers in grades two and six. Journal of Educational Psychology, 1972, 63, 363-367.

Kennedy, E.M. What parents can do to guarantee every child's right to read. Parents' Magazine, 1973, 48 (9), 14.

Kirk, Edith. The future of reading for partially seeing children. The Reading Teacher, 1971, 24, 195-202+

Kline, C.L. & Lee, Norma. A transcultural study of dyslexia: analysis of language disabilities in 277 Chinese children simultaneously learning to read and write in English and in Chinese. Journal of Special Education, 1972, 6, 9-26.

Krippner, S. & Herald, Clare. Reading disabilities among the academically talented. Gifted Child Quarterly, 1964, 8, 12-20.

Kurzman, M. The reading ability of college freshmen compared to the readability of their textbooks. Reading Improvement, 1974, 11, #2, 13-25.

La Berge, D & Samuels, S.J. Toward a theory of automatic information processing in reading. Cognitive Psychology, 1974, 6, 293-323.

Lane, Alaine. Severe reading disability and the initial teaching alphabet. *Journal of Learning Disabilities*, 1974, *7*, 479-483.

Lane, Helen & Baker, Dorothea. Reading achievement of the deaf: another look. *The Volta Review*, 1974, *76*, 489-499.

Lansdown, R. & Davis, Valerie. The language of reading and the ESN child. *Reading*, 1972, *6*, #2, 21-24.

Larocque, G.E. Adolescent literature: the student voice. *Journal of Reading*, 1974, *18*, 219-224.

Larsen, Janet J. Tillman, C.E. *et al*. Factors in reading achievement: an interdisciplinary approach. *Journal of Learning Disabilities*, 1973, *6*, 636-644.

Lazar, A. A scientific viewpoint in planning reading programs for the educable mentally retarded. *The Journal for Special Educators of the Mentally Retarded*, 1973, *10*, 36-46.

Leong, C.K. Language and learning to read: Part I, The spoken aspect of language. *Query*, 1973, *4*, #1, 15-18.

Lerner, Janet W. A thorn by any other name: dyslexia or reading disability. *Elementary English*, 1971, *48*, 75-81.

Levine, I. Quantity reading: an introduction. *Journal of Reading*, 1972, *15*, 576-583.

Levitt, Edith. Higher order and lower order reading responses of mentally retarded and nonretarded children at the first-grade level. *American Journal of Mental Deficiency*, 1972, *77*, 13-20.

Lewis, R. A reading drive. *Reading*, 1975, *9*, #3, 32-38.

Lyle, J.G. & Goyen, Judith. Performance of retarded and normal readers on a visual-auditory learning task with and without reinforcers. *Perceptual and Motor Skills*, 1974, *38*, 199-204.

Mackworth, N.H. Seven cognitive skills in reading. *Reading Research Quarterly*, 1972, *7*, 679-700.

Maliphant, S. *et al*. Acquiring skill in reading: a review of experimental research. *Journal of Child Psychology and Psychiatry*, 1974, *15*, 175-185.

Martin, H.P. Vision and its role in reading disability and dyslexia. *Journal of School Health*, 1971, *41*, 468-472.

Matheny, A.P. & Dolan, Anne B. A twin study of genetic influences in reading achievement. *Journal of Learning Disabilities*, 1974, *7*, 99-102.

Maxwell, A.E. *et al*. Reading ability and brain function: a simple statistical model. *Psychological Medicine*, 1974, *4*, 274-280.

Maxwell, J. Toward a definition of reading. *Reading*, 1974, *8* #2, 5-12.

McCracken, R.A. A comparative study of modalities in beginning reading instruction. *The Reading Teacher*, 1974, *28*, 6-9.

McDonald, A.R. Intellectual characteristics of disabled readers at the high school and college levels. *Journal of Developmental Reading* 1964, *7*, 97-101.

McGlannan, Frances K. Familial characteristics of genetic dyslexia: Preliminary report from a pilot study. *Journal of Learning Disabilities*, 1968, *1*, 185-191.

McIntyre, C.W. *et al*. The influence of congenital deafness on processes concerned with reading: an initial investigation. *Journal of Reading Behavior*, 1970, *3*, #1, 36-41.

McLeod, J.A. Prediction of childhood dyslexia. *Slow Learning Child*, 1966, *12*, 143-154.

McLeod, J. Reading expectancy from disabled learners. *Journal of Learning Disabilities*, 1968, *1*, 97-105.

Merritt, J.E. Recent developments in Great Britain. *Journal of Reading*, 1973, *17*, 367-372.

Merryman, E. The effects of manifest anxiety on the reading achievement of fifth grade students. *The Journal of Experimental Education*, 1974, *42*, #3, 36-41.

Mickelson,Norma. Oral reading: it should be there - - but how? *The B.C. Teacher*, 1973, *52*, 156-158.

Miles, T. Symposium on reading disability 1. more on dyslexia. *The British Journal of Educational Psychology*, 1971, *41*, 1-5.

Miller, Ethel. You want to read? Listen! *The Reading Teacher*, 1973, *26*, 702-703.

Miller, Wilma. What about formal reading instruction in kindergarten? *Illinois Schools Journal*, 1973, *53*, 16-20.

Miller, Wilma H. & Windhauser, Eileen. Reading disability: tendency toward delinquency? *The Clearing House*, 1971, *45*, 183-187.

Millman, J. Improving reading improvement programs. *Reading Improvement*, 1973, *10*, #1, 2-5.

Morrison, C. et al. The reading performance of disadvantaged early and non-early readers from grades 1 through 3. The Journal of Educational Research, 1971, 65, 23-26.

Muehl, Siegmar & Forell, Elizabeth. A followup study of disabled readers: variables related to high school reading performance. Reading Research Quarterly, 1973, 9, 110-123.

Naiden, Norma. Ratio of boys to girls among disabled readers. 4:1 or 3:2? The Reading Teacher, 1976, 29, 439-442.

Naidoo, S. Symposium on reading disability 4. Specific developmental dyslexia. The British Journal of Educational Psychology, 1971, 41, 19-21.

Neeley, Edna. Cars motivate nonreaders? Of course! Teaching Exceptional Children, 1972, 4, 142-144.

Newman, Anabel. Later achievement study of pupils underachieving in reading in first grades. Reading Research Quarterly, 1972, 7, 477-508.

Noland, Eunice & Schuldt, W. Sustained attention and reading retardation. The Journal of Experimental Education, 1971, 40, #2, 73-76.

Oakan, R. et al. Identification, organization and reading comprehension for good and poor readers. Journal of Educational Psychology, 1971, 62, 71-78.

Oakan, R. Wiener, M. & Cromer, W. Identification, organization and reading comprehension for good and poor readers. Journal of Educational Psychology, 1971, 62, 71-78.

Otto, W. & Smith, R.J. School-university cooperation in the preparation of reading teachers. The Reading Teacher, 1971, 24, 718-722.

Otto, W. et al. Summary and review of investigations relating to reading July 1, 1969 to June 30, 1970. The Journal of Educational Research, 1971, 64, 242 - 268.

Otto, W. et al. Summary and Review of investigations relating to reading, July 1, 1970 to June 30, 1971. The Journal of Educational Research, 1972, 65, 242-272.

Otto, W. et al. Summary and review of investigations relating to reading, July 1, 1971 to June 30, 1972. The Journal of Educational Research, 1973, 66, 338-362.

Park, G.E. The etiology of reading disabilities: an historical perspective. The Journal of Learning Disabilities, 1968, 1, 328.

Park, G.E. & Schneider, K.A. Thyroid function in relation to dyslexia (Reading failures). Journal of Reading Behaviour, 1975, 7, 197-199.

Pauk, Walter. Some factors that influence academic achievement. Journal of Reading, 1972, 15, 425-428.

Peck, B.B. Reading disorders: have we overlooked something? Journal of School Psychology, 1971, 9, 182-190.

Peck, B. B. & Stackhouse, T.W. Reading problems and family dynamics. Journal of Learning Disabilities, 1973, 6, 506-511.

Penfield, D. & Marascuilo, L. Learning to listen: an experimental study. Educational Research, 1972, 14, 220-223.

Penn, Julia M. Reading disability: A neurological deficit. Exceptional Children, 1966, 33, 243-250.

Pugh, A.K. Adult reading: Theory and practice. Reading, 1972, 6, #3, 23-29.

Pugh, A.K. Secondary School reading: obstacles to profit and delight. Reading, 1971, 5, #1, 6-13.

Pumfrey, P.D. Reading failure in an industrial city. Remedial Education, 1969, 4, 149-153.

Quadfasel, F.A. & Goodglass H. Specific reading disability and other specific disabilities. Journal of Learning Disabilities, 1968, 590-600.

Rabinovitch, R. et al. A research approach to reading retardation. Research into Nervous and Mental Diseases, 1954, 34, 363-369.

Raven, R. J. & Salzer, R.T. Piaget and reading instruction. The Reading Teacher, 19[illegible], 24, 630-639.

Rawson, Margaret. Let's shoot for eulexia - not at hyperlexia. Journal of Special Education, 1971, 5, 247-252.

Rawson, Margaret B & Silver, Archie A. More than twenty years after: A review of developmental language disability: Adult accomplishments of dyslexic boys. Journal of Special Education, 1969, 3, 219-222.

Reid, Jessie, F. Dyslexia: A problem of communication. Educational Research, 1967, 10, 126-133.

Reinmuth, O.M. Dyslexia: Some thoughts of an interested physician. Journal of Learning Disabilities, 1969, 2, 30-37.

Rider, G.S. & Martinex, G. Title 1 and remedial reading for disadvantaged students. California Journal of Educational Research, 1969, 20, 31-39.

Robinson, Helen. Significant unsolved problems in reading. Journal of Reading, 1970, 14, 77-82.

Roeder, H. H. & Roeder, Marcia. 1,000,000 reasons for improving preparation of secondary teachers. Journal of Reading, 1973, 17, 604-607.

Rosenthal, J. Self-esteem in dyslexic children. Academic Therapy, 1973, 9, 27-39.

Ross, A.O. Learning difficulties of children: dysfunctions, disorders, disabilities. Journal of School Psychology, 1967, 5, 82-92.

Rossi, A.O. Genetics of higher level disorders. Journal of Learning Disabilities, 1970, 3, 386-390.

Rowell, C.G. An investigation of factors related to changed in attitude toward reading. Journal of Reading Behavior, 1973, 5, #4, 266-272.

Rowell, E.H. Do elementary students read better orally or silently? The Reading Teacher, 1976, 29, 367-370.

Russell, N. A crucial problem facing secondary education. Journal of Reading, 1973, 17, 600-603.

Rutherford, W.L. What is your D.Q. (Dyslexia Quotient)? The Reading Teacher, 1971, 25, 262-266.

Rystrom, R. & Cowart, H. Black reading "errors" or white teacher biases? Journal of Reading, 1972, 15, 273-276.

Sabatino, D.A. & Ysseldyke, J.E. Effect of extraneous "background" on visual-perceptual performance of readers and non-readers. Perceptual and Motor Skills, 1972, 35, 323-328.

Safer, D.J. & Allen, R.P. Factors associated with improvement in severe reading disability. Psychology in the Schools, 1973, 10, 110-118.

Samph, T. Teacher behavior and the reading performance of below-average achievers. The Journal of Educational Research, 1974, 67, 268-270.

Samuels, S.J. Success and failure in learning to read: a critique of the research. Reading Research Quarterly, 1973, 8, 200-239.

Samuels, S. & Turnure, J. Attention and reading achievement in first-grade boys and girls. Journal of Educational Psychology, 1974, 66, 29-32.

Sassenrath, J.M. Alpba factor analysis of reading measures at the elementary secondary and college levels. Journal of Reading Behavior, 1973, 5, #4, 304-316.

Satz, P. & Friel, Janette. Some predicting antecedents of specific reading disability: A preliminary two-year follow-up. Journal of Learning Disabilities, 1974, 7, 437-44.

Schreiner, R. & Tanner, Linda R. What history says about teaching reading. The Reading Teacher, 1976, 29, 468-473.

Shami, M.A.A. & Hershowitz, M. Relative importance of "mastery of reading skills" as a goal of public education. Journal of Reading Behaviour, 1974, 6, 89-97.

Shankman, A.L. Are poor reading skills a symptom or disease? Academic Therapy, 1974, 10, 83-91.

Shaw, Darla H. Serving the entire student body in reading. Journal of Reading, 1974, 18, 203-205.

Shearer, E. Physical skills and reading backwardness. Educational Research, 1967, 10, 197-206.

Shirley, Fehl L. The influence of reading concepts, attitudes and behavior. Journal of the Reading Specialist, 1968, 7 (2), 50-57.

Shuman, R.B. Of course he can read - - he's in high school. Journal of Reading, 1975, 19, 36-42.

Shuman, R.B. The teen-aged non-reader. Illinois Schools Journal, 1973, 53, 55-60.

Sidman, M. Reading and auditory-visual equivalences. Journal of Speech and Hearing Research, 1971, 14, 5-13.

Siegel, Ernest. Learning disabilities: Substance or shadow. Exceptional Children, 1968, 34, 433-438.

Silberberg, N.E. & Silberberg, Margaret. Hyperlexia: the other end of the continuum. Journal of Special Education, 1971, 5, 233-242.

Silver, A. A. & Hagin, Rosa A. Maturation of perceptual functions in children with specific reading disability. Reading Teacher, 1966, 19, 253-259.

Silver, A. A. & Hagin, Rosa A. Specific reading disability: follow-up studies. American Journal of Orthopsychiatry, 1964, 34, 95-102.

Silverberg, N. & Feldt. L.S. Intellectual and perceptual correlates of reading disabilities. Journal of School Psychology, 1968, 6, 237-245.

Smith, K.M. & Otto, W. A review of the "summary and review of investigations relating to reading" after forty-one years. The Journal of Education Research, 1973, 66, 363-368.

Smith, Nila B. Some basic factors in reading difficulties of the disadvantaged. Reading Improvement, 1974, 11, #2, 3-9.

Smith, R. The physiology of reading. The Journal of Educational Research, 1974, 67, 397-402.

Smith, J. Reading, writing and creativity. *The Clearing House*, 1971, 45, 350-354.

Smith, W. The visual system in reading and learning disabilities. *Journal of School Health*, 1969, 39, 144-150.

Smitherman, D.W. A hand-up for slow readers. *Learning*, 1974, 3 #3, 86-87.

Snyder, Dores C. Said the mirror, "is it good" *The Reading Teacher* 1974, 28, 273-276.

Southgate, Vera. Effective reading at every age. *Trends in Education*, 1972, #26, 28-34.

Spring, C. Perceptual speed in poor readers. *Journal of Educational Psychology*, 1971, 62, 492-500.

Spring, C. & Capps, Carolyn. Encoding speed, rehearsal, and probed recall of dyslexic boys. *Journal of Educational Psychology*, 1974, 66, 780-786.

Spring, C. & Farmer, R. Perceptual span of poor readers. *Journal of Reading Behavior*, 1975, 7, 297-306.

Staats, A.W. & Staats, C.K. A comparison of the development of speech and reading behavior with implications for research. *Child Development*, 1962, 33, 831-846.

Stanchfield, Jo M. &,Wiseman, M. Cognitive skills development for secondary English teachers. *Journal of Reading* 1974, 18, 34-40.

Start, K. Thirty years of reading standards in England. *Educational Researcher*, 1972, 1, #11, 8-9.

Stauffer, R.G. Reading as experience in inquiry. *Educational Leadership*, 1967, 24, 407-412.

Stennett, R.G. *et al*. Hierarchial organization of reading subskills: statistical approaches. *Journal of Reading Behavior*, 1975, 7, 223-228.

Stephens, T.M. Psychological consultation to teachers of learning and behaviorally handicapped children using a behavioral model. *Journal of School Psychology*, 1970, 8, 13-18.

Stott, D.H. Some less obvious cognitive aspects of learning to read. *The Reading Teacher*, 1973, 26, 374-383.

Straus, E.W. & Aug, R.G. *et al*. A phenomenological approach to dyslexia. *Journal of Phenomenological Psychology*, 1971, 1, 225-235.

Sullivan, Joanna. The relationship of creative and convergent thinking to literal and critical reading ability of children in the upper grades. *The Journal of Educational Research*, 1973, 66, 374-377.

Summers, E.G. Reading in the secondary school. Review of Educational Research, 1967, 37, 134-151.

Sutherland, J. Mythinformation about reading. The B.C. Teacher, 1973, 53, 79-81, 101.

Swick, K.J. Reading processes and the disadvantaged. Reading Improvement, 1973, 10, #3, 32-33.

Symmes, Jean S & Rapoport, Judith, L. Unexpected reading failure. American Journal of Orthopsychiatry, 1972, 42, 82-91.

Taschow, H.G. Teaching critical reading through the grades. Query, 1973, 4 #3, 13-16.

Taylor, J.J. The voluntary reading habits of secondary school pupils. Reading, 1973, 7, #3, 11-18.

Thackray, D. A special issue on "A language for Life (Report of the Bullock Report." Reading, 1975, 9, #2, 1-68.

Thall, M.R. Teaching reading in the Soviet Union. The Reading Teacher, 1972, 25, 523-527.

Thompson, G.B. Sex differences in reading attainments. Educational Research, 1975, 18, 16-23.

Tien, H.C. Hyperlexia, hypolexia, or dyslexia. Journal of Special Education, 1971, 5, 257-259.

Tillman, C.E. Four-year college reading improvement programs and grades: an annotated review, 1945-1971. Journal of Reading Behavior, 1973, 5, #2, 100-109.

Tillman, C.E. Personality types and reading gain for upward bound students. Journal of Reading, 1976, 19, 302-306.

Todd, C.C. Should reading be taught at home? The Reading Teacher, 1973, 26, 814-816.

Tune, N.W. Reading failures, dropouts, delinquency and crime. Spelling, progress Bulletin, 1973, (Fall) 2-5.

Tune, N.W. Reading failures, dropouts, delinquency and crime, Part II. Spelling Progress Bulletin, 1973, (Winter), 6-9.

Verner, Coolie. Adult illiteracy 1921-1961. Journal of Education University of British Columbia, 1964, 10, 99-109.

Vernon, Magdalen, D. Specific Dyslexia. British Journal of Educational Psychology, 1962, 32, 143-150.

Vernon, Magdalen, D. Visual perception relating to reading - - information sources. The Reading Teacher, 1974, 28, 184.

Vockell, E.L. Reading as motivation in junior high English. Reading Improvement, 1972, 9, 74-77.

Vogel, Susan A. Syntactic abilities in normal and dyslexic children. Journal of Learning Disabilities, 1974, 7, 103-109.

Wagner, R.F. Secondary emotional reactions in children with learning disabilities. Mental Hygiene, 1970, 54, 577-579.

Wagner, R.F. Specific reading disabilities: the incompatability of two systems. Journal of Learning Disabilities, 1971, 4, 260-263.

Walker, L. & Cole, E.M. Familial patterns of expression of specific reading disability in a population sample. Bulletin of the Orton Society, 1965, 15.

Wallbrown, F.H. et al. An empirical Test of Mykelbust's cognitive structure hypotheses for 70 reading-disabled children. Journal of Consulting and Clinical Psychology, 1974, 42, 211-218.

Weinstein, Rhona & Rabinovitch, M.S. Sentence structure and retention in good and poor readers. Journal of Educational Psychology, 1971, 62, 25-30.

Weintraub, S. et al. Summary of investigations relating to reading, july 1, 1969 to June 30, 1970. Reading Research Quarterly, 1971, 6 #2, 437-534.

Weintraub, S. et al. Summary of investigations relating to reading, July 1, 1970 to June 30, 1971. Reading Research Quarterly, 1972, 7 #2, 215-393.

Weintraub, S. et al. Summary of investigations relating to reading July 1, 1971, to June 30, 1972. Reading Research Quarterly, 1973, 8, 249-439.

Weintraub, S. et al. Summary of investigations relating to reading, July 1, 1972, to June 30, 1973. Reading Research Quarterly, 1974, 9, 247-513.

Wepman, J.M. Auditory discrimination, speech and reading. Elementary School Journal, 1960, 60, 325-333.

Wiener, M. & Cromer, W. Reading and reading difficulty: a conceptual analysis. Harvard Educational Review, 1967, 37, 620-643.

Williams, Jean. The relationship of self-concept and reading achievement in first grade children. The Journal of Educational Research, 1973, 66, 378-381.

Williams, Joanna. Learning to read: a review of theories and models. Reading Research Quarterly, 1973, 8, 121-146.

Willems, A.L. Teaching practices that produce poor readers. Reading Improvement, 1974, 11, #3, 50-53.

Yule, W. Maladjustment and reading difficulties - 2: The findings of the Isle of Wight studies. Remedial Education, 1969, 4, 124-128.

Zeman, S.S. Word analysis skills are not reading skills. Academic Therapy, 1974, 9, 465-467.

Section I - Theoretical Overview

(c) Speech and Listening

(i) Books

Agronowitz, A. & McEown, M.R. Aphasia handbook for adults and children. Ann Arbour, Michigan: Edwards Brothers, 1959.

Alpiner, J.G. Speech and hearing disorders in children. Boston: Houghton Mifflin, 1970.

Bannatyne, A. Language, reading and learning disabilities. Springfield, Ill: Charles C. Thomas, 1971.

Blake, J.N. Speech, language and learning disorders; education and therapy. C.C. Thomas, 1971.

Blakeley, R.W. The practice of speech pathology; a clinical diary. Springfield, Ill: C. Thomas, 1972.

Boome, E.J. et al. Abnormal speech. Ann Arbour, Michigan: University Microfilms, 1974.

Burkowsky, M.R. Orientation to language and learning disorders. Warren Green, 1973.

Carrell, J.A. Disorders of articulation. New Jersey: Prentice-Hall, 1968.

Carterette, E.C. (ed.) Brain function, Volume III, speech, language and communication. Los Angeles: University of California Press, 1966.

Damsté, P.H. & Lerman, J.W. An introduction to voice pathology, function and organic. Sprinfield, Ill: C. Thomas, 1975.

Dubard, E. Teaching aphasics and other language deficient children: theory and application of the association method. Mississippi University Press, 1974.

Duker, S. Listening bibliography. New York: The Scarecrow Press, 1964.

Duker, S. Time-compressed speech: an anthology and bibliography (3 volumes). Metuchen, N.Y: Scarecrow Press, 1974.

Eisenson, J. Aphasia in children. Harper-Rowe, 1972.

Gunderson, Doris V. (ed.) Language and reading: an interdisciplinary approach. Washington: Washington Center for Applied Linguistics, 1970.

Irwin, J.V. & Marge, M. (eds.) Principles of childhood language disabilities. Englewood Cliff, N.J: Prentice-Hall, 1972.

Johnson, W. & Moeller, Dorothy. Speech handicapped school children. N.Y: Harper Row, 1967.

Laurita, R.E. Reading, writing and creativity. Seattle: Straub, 1973.

Morley, Muriel E. The development and disorders of speech in childhood. Edinburgh, U.K: Churchill, Livingston, 1972.

Myklebust, H.R. The psychology of deafness. New York: Grune and Stratton, 1960.

Orton, S.T. Reading, writing and speech disorders in children. W.W. Norton (2nd ed.), 1961.

Orton, S.T. Reading, writing and speech problems in children. Norton, 1973.

Palmer, C.E. Speech and hearing problems; a guide for teachers and parents. Springfield, Ill: C. Thomas, 1961.

Rawson, Margaret B. A bibliography on the nature, recognition and treatment of language difficulties. Pomfret, Conn: Orton Society, 1969.

Rawson, Margaret B. Developmental language disability: adult accomplishment of dyslexic boys. Baltimore: Johns Hopkins Press, 1968.

Renfren, C.E. Speech disorders in children. Toronto, Pergamon Press, 1972.

Rowland, T.D. The relationship between anxiety and the disparity of reading and arithmetic achievement. Pullman, Wash: D. Ed. Thesis, Washington, University.

Sklar, M. How children learn to speak. Los Angeles: Western Psychological Services, 1969.

Slingerland, Beth H. A multi-sensory approach to language arts for specific language disability children. Cambridge, Mass: Educators Publishing Service, 1969-1971 (3 volumes).

Travis, L.E. Handbook of speech pathology and audiology. N.Y: Appleton Century Crofts, 1971.

Wells, Charlotte G. Cleft palate and its associated speech disorders. N.Y: McGraw Hill, 1971.

Wilson, D.K. Voice problems of children. Baltimore: Williams & Wilkins, 1972.

Wood, Nancy E. Delayed speech and language development. Prentice Hall, 1964.

Section I - Theoretical Overview

(c) Speech and Listening

(ii) Periodicals

Bay, E. The classification of disorders of speech. Cortex, 1967, 3, 26-31.

Bennett, C. Speech pathology and the hearing impaired child. The Volta Review, 1974, 76-550-557.

Berry, Mary D. & Erickson, R.L. Speaking rate: effects on children's comprehension of normal speech. Journal of Speech and Hearing Research, 1973, 16, 367-374.

Bloch, E.L. & Goodstein, L.D. Functional speech disorders and personality: a decade of research. Journal of Speech and Hearing Disorders, 1971, 36, 295-314.

Bloom, Charleen, M. & Silverman, F.H. Do all stutterers adapt? Journal of Speech and Hearing Research, 1973, 16, 518-521.

Bown, J.C. The expanding responsibilities of the speech and hearing clinician in the public schools. Journal of Speech and Hearing Disorders, 1971, 36, 538-542.

Byers, V.W. Initial consonant intelligibility by hearing-impaired children. Journal of Speech and Hearing Research, 1973, 16, 48-55.

Carpenter, R.L. & Willis, Diane J. Case study of an auditory dyslexic. Journal of Learning Disabilities, 1972, 5, 121-129.

Cazden, C.B. Problems for education: Language as curriculum content and learning environment. Daedalus, 1973, 102, 135-148.

Churchill, D.W. The relation of infantile autism and early childhood schizophrenia to developmental language disorders of childhood. Journal of Autism and Childhood Schizophrenia, 1972, 2, 182-197.

Cooper, E.B. Recovery from stuttering in a junior and senior high school population. Journal of Speech and Hearing Research, 1972, 15, 632-638.

Dabul, Barbara & Perkins, W.H. The effects of stuttering on systolic blood pressure. Journal of Speech and Hearing Research, 1973, 16, 586-591.

Falck, Wilma T. Auditory processing for the child with language disorders. Exceptional Children, 1973, 39. 413-416.

Fertman, Joan C. Why can't Jenny talk? - a case history. *Academic Therapy*, 1974, *9*, 349-356.

Ferullo, R.J. Preparation of speech pathologists and audiologists within the cooperative plan of education. *Rehabilitation Literature*, 1972, *33*, 236-240.

Fogel, Max L. Aphasia: Some current concepts of research and evaluation. Penn. *Psychiatric Quarterly*, 1968-69, *8*, 16-23.

Franks, J.R. & Kimble, Joan. The confusion of English consonant clusters in lipreading. *Journal of Speech and Hearing Research*, 1972, *15*, 474-482.

Geschwind, Norman. The paradoxical position of Kurt Goldstein in the history of aphasia. *Cortex*, 1965, *1*, 214-223.

Geschwind, N. Wernicke's contribution to the study of aphasia. *Cortex*, 1967, *3*, 449-463.

Gildston, Phyllis. Stutterers' self-acceptance and perceived parental acceptance. *Journal of Abnormal Psychology*, 1967, *72*, 59-64.

Gillespie, Susan K & Cooper, E.B. Prevalence of speech problems in junior and senior high schools. *Journal of Speech and Hearing Research*, 1973, *16*, 739-743.

Goldman, R. & Dixon, Sarah. The relationship of vocal-phonic and articulatory abilities. *Journal of Learning Disabilities*, 1971, *4*, 251-256.

Goldman, R. & Shames, G.H. Comparisons of the goals that parents of stutterers and parents of nonstutterers set for their children. *Journal of Speech and Hearing Disorders*, 1964, *29*, 381-389.

Goodglass, H. *et al*. Some dimensions of auditory language comprehension in aphasia. *Journal of Speech and Hearing Research*, 1970, *13*, 595-606.

Gottsleben, R. *et al*. Developmental language problems for aphasic children. *Academic Therapy Quarterly*, 1968, *3*, 278-282.

Gregory, H.H. Stuttering and auditory central nervous system disorder. *Journal of Speech and Hearing Research*, 1964, *7*, 335-341.

Gubbey, S.S. *et al*. Clumsy children; a study of apraxic and agnosic defects in 21 children. *Brain*, 1965, *88*, 295.

Hamre, C.E. & Wingate, M.E. Stuttering consistency in varied contents. *Journal of Speech and Hearing Research*, 1973, *16*, 238-247.

Hardy, W. G. On language disorders in young children: A reorganization of thinking. *Journal of Speech and Hearing Disorders*, 1965, *30*, 3-16.

Hegde, M. N. Stuttering, neuroticism and extraversion. Behavior Research and Therapy, 1972, 10, 395-397.

Ianco-Worrall, Anita. Bilingualism and cognitive development. Child Development, 1972, 43 (3-4) 1390-1400.

Johns, J.L. Speaking, listening, writing and reading. The Reading Teacher, 1976, 29, 458-459.

Jones, Daisy M. All children have language problems - which ones are special? Elementary English, 1972, 46, 836-841.

Joynt, R. J. Paul Pierre Broca: His contribution to the knowlege of aphasia. Cortex, 1965, 1, 206-213.

Keane, V. E. The incidence of speech and language problems in the mentally retarded. Mental Retardation 1972, 10, #2, 3-8.

Keenan, J.S. The nature of receptive and expressive impairments in aphasia. Journal of Speech and Hearing Disorders, 1968, 33, 20-25.

Kendall, D.C. Language and communication disorders in children and their implication for special education. Journal of Education, University of British Columbia, 1961, 5, 40-56.

Knabe, Judith, M. et al. Some general characteristics of linguistic output: stutterers versus nonstutterers. Journal of Speech and Hearing Disorders, 1966, 31, 178-182.

Lenneberg, E. H. Language disorders in childhood. Harvard Educational Review, 1964, 34, 152-177.

Lenneberg, E.H. The neurology of language. Daedalus, 1973, 102, 115-134.

Leonard, L.B. What is deviant language? Journal of Speech and Hearing Disorders, 1972, 37, 427-446.

Leong, C. K. Language and learning to read: Part I, The spoken aspect of language. Query, 1973, 4, #1, 15-18.

Longhurst, T.M. & Siegel, G. Effects of communication failure on speaker and listener behavior. Journal of Speech and Hearing Research, 1973, 16, 128-140.

Love, J. M. & Parker-Robinson, C. Children's imitation of grammatical and ungrammatical sentences. Child Development, 1972, 43 (1-2) 309-320.

Lutz, J. Some comments on psycholinguistic research and education. The Reading Teacher, 1974, 28, 36-39.

Malone, R. L. Expressed attitudes of families of aphasics. Journal of Speech and Hearing Disorders, 1969, 34, 146-151.

Marge, M. The influence of selected home background variables on the development of oral communication skills in children. Journal of Speech and Hearing Research, 1965, 8, 291-309.

Marimont, Rosalind. How can the deaf learn to speak? Some Fundamental Questions. The Volta Review, 1974, 76, 223-230.

Martin, A.D. Some objections to the term Aproxia of Speech. Journal of Speech & Hearing Disorders, 1974, 39, 53-64.

McClone, R.E. & Proffit, W. R. Patterns of tongue contact in normal and lisping speakers. Journal of Speech and Hearing Research, 1973, 16, 456-473.

Mehrhof, E. G. & Rousey, C.L. Speech difficulties symptomatic of destructive behavior toward self or others. Journal of Nervous and Mental Disease, 1971, 152, 63-67.

Moerk, E. Principles of interaction in language learning. Merrill-Palmer Quarterly, 1972, 18, 229-257.

Munsey, B. Reaction from a parent to the plan for co ordinating language remediation with teachers and parents. Language, Speech and Hearing Services in Schools, 1974, 5 238-241.

Noll, J. Douglas & Hoops, H. R. Aphasic grammatical involvement as indicated by spelling ability. Cortex, 1967, 3, 419-432.

O'Grady, D.J. Psycholinguistic abilities in learning disabled, emotionally disturbed and normal children. Journal of Special Education, 1974, 8, 157-165.

Palermo, D. S. & Molfese, D. L. Language acquisition from age five onward. Psychological Bulletin, 1972, 78, 409-428.

Perkins, W. H. & Curles, R. F. Causality in speech pathology. Journal of Speech and Hearing Disorders, 1969, 34, 231-238.

Prins, D. Personality, stuttering severity, and age. Journal of Speech and Hearing Research, 1972, 15, 148-154.

Quarrington, B. The parents of stuttering children. Canadian Psychiatric Association Journal, 1974, 19, 103-110.

Rees, Norma. Auditory processing factors in language disorders: The view from Procrustes' bed. Journal of Speech and Hearing Disorders, 1973, 38, 304-315.

Rees, Norma S. Noncommunicative functions of language in children. Journal of Speech and Hearing Disorders, 1973, 38, 98-110.

Roach, R. W. & Rosecrans, C. J. Verbal deficit in children with hearing loss. Exceptional Children, 1972, 38, 395-399.

Rolnick, M. & Hoops, H. R. Aphasia as seen by the aphasic. Journal of Speech and Hearing Disorders, 1969, 34, 48-53.

Schultz, M. C. The basis of speech pathology and audiology: What are appropriate models? Journal of Speech and Hearing Disorders, 1972, 37, 118-122.

Schwartz, M. F. The core of the stuttering block. Journal of Speech and Hearing Disorders, 1974, 39, 169-177.

Schwebel, A. S. Effects of impulsivity on performance of verbal tasks in middle & lower class children. American Journal of Orthopsychiatry 1966, 36, 13-21.

Shames, G. H. & Sherrick, C. E. A discussion of nonfluency and stuttering as operant behavior. Journal of Speech and Hearing Disorders, 1963, 28, 3-18.

Shearer, W. M. & Williams, J. D. Self-recovery from stuttering. Journal of Speech and Hearing Disorders, 1965, 30, 288-290.

Sheehan, J. G. & Martyn, Margaret M. Spontaneous recovery from stuttering. Journal of Speech and Hearing Research, 1966, 9, 121-235.

Sheehan, J. G. & Martyn, Margaret M. Stuttering and its disappearance. Journal of Speech and Hearing Research, 1970, 13, 279-289.

Sheehan, J. G. et al. Impact of authority on stuttering. Journal of Abnormal Psychology, 1967, 72, 290-293.

Silverman, Ellen-Marie, et al. Variability of stutterers' speech disfluency: the menstrual cycle. Perceptual and Motor Skills, 1974, 38, 1037-1038.

Spreen, O. Psycholinguistic aspects of aphasia. Journal of Speech and Hearing Research, 1968, 11, 467-480.

Staats, A. W. & Staats, C. K. A comparison of the development of speech and reading behavior with implications for research. Child Development, 1962, 33, 831-846.

Stern, D. A. Maria Montessori on speech education. The Speech Teacher, 1973, 22, 208-214.

Strandberg, Twila, E. et al. A case study of psychogenic hoarseness. Journal of Speech and Hearing Disorders, 1971, 36, 281-286.

Strang, Ruth. The linguistically handicapped: Learning English as a second language - a theoretical model. Exceptional Children, 1963, 30, 14-16.

Thompson, L. J. Language disabilities in men of eminence. Journal of Learning Disabilities, 1971, 4, 34-45.

Valletutti, P. Language of the mildly mentally retarded: Cognitive deficit or cultural difference? Exceptional Children, 1971, 37, 455-459.

Weiner, P. S. A language - delayed child at adolescence. Journal of Speech and Hearing Disorders, 1974, 39, 202-212.

Wepman, J. M. Auditory discrimination, speech and reading. Elementary School Journal, 1960, 60, 325-333.

Wertheim, Eleanor. A bio-adaptive theory of stuttering: I. British Journal of Medical Psychology, 1972, 45, 283-296.

Wolfe, Virginia & Irwin, Ruth. Sound discrimination ability of children with misarticulation of the /r/ sound. Perceptual and Motor Skills, 1973, 37, 415-420.

Wood, N. Lanuage development and language disorders: a compendium of lectures. Monograph of the Society for Research in Child Development, 1960,

Woods, C. L. Social position and speaking competence of stuttering and normally fluent boys. Journal of Speech and Hearing Research, 1974, 17, 740-747.

Yairi, E. & Clifton, N. F. Disfluent speech behavior of preschool children, high school seniors, and geriatric persons. Journal of Speech and Hearing Research, 1972, 15, 714-719.

Yoder, D. E. & Tande, D. O. Language, speech and hearing selected bibliography. Language, Speech, and Hearing Services in Schools, 1974, 5, 263-268.

(d) Spelling, Mathematics and Writing

(i) Books

Bereiter, C. *Arithmetic and Mathematics*. San Rafael, Calif: Dimensions Publishing, 1968.

de Hirsch, Katrina, *et al*. *Predicting reading failure; a preliminary study of reading, writing and spelling disabilities in pre-school children*. New York: Harper, Row, 1966.

Lee, W. R. *Spelling irregularity and reading difficulty in English*. Windsor, Berkshire, England: N.F.E.R. Publishing Co., 1972.

Linksz, A. *On writing, reading, and dyslexia*. Grune & Stratton, 1973.

Malmquist, Eve. *Reading and writing disabilities in children*. McGraw-Hill, 1975.

Myklebust, H.R. *The development and disorders of written language*. New York: Grune and Stratton, 1965.

Orton, S. T. *Reading, writing and speech problems in children*. Norton, 1973.

Sharp, Evelyn. *A parent's guide to the new mathematics*. Clarke Irwin, 1962.

Stern, Catherine. *Children discover arithmetic: an introduction to structural arithmetic*. New York: Harper, 1949.

Woodby, L. G. (ed.) *The low achiever in mathematics*. Office of Education Bulletin #31. U.S. Department of Health Education and Welfare, 1965.

Section I - Theoretical Overview

(d) Spelling, Mathematics and Writing

(ii) Periodicals

Aiken, L. R. Intellective variables and mathematics achievement: directions for research. Journal of School Psychology, 1971, 9, 201-212.

Aiken, L. R. Language factors in learning mathematics. Review of Educational Research, 1972, 42, 359-385.

Aiken, L. R. Mental mechanisms in performing elementary numerical operations. Perceptual and Motor Skills, 1971, 33, 463-465.

Barry, M. Adelaide. How to play with your partially sighted preschool child: suggestions for early sensory educational activities. The New Outlook for the Blind, 1973, 67, 457-467.

Bender, A. Why Johnny can't count. The Arithmetic Teacher, 1972, 19, 553-555.

Benson, D. F. Language disturbances of childhood. Clinical Proceedings Children's Hospital, National Medical Center, 1972, 28, 93-100.

Block, J. But will they ever lern to spel korectly? Educational Research, 1972, 14, 171-176.

Bloodstein, O. The rule of early stuttering. Journal of Speech and Hearing Disorders, 1974, 39, 379-394.

Cambridge, Joan. When writing is a handicap. Special Education - Forward Trends, 1974, 1, #2, 23-26.

Carbonell de Grompone, Maria. Children who spell better than they read. Academic Therapy, 1974, 9, 281-288.

Cohn, R. Dyscalculia. Archives of Neurology, 1961, 4, 301-307.

Dwyer, Carol Anne. Influence of children's sex roles standards on reading and arithmetic achievement. Journal of Educational Psychology, 1974, 66, 811-816.

Frith, Uta. Why do children reverse letters? British Journal of Psychology, 1971, 62, 459-468.

Glavin, J. P. & Annesley, F. R. Reading and arithmetic correlates of conduct - problem and withdrawn children. Journal of Special Education, 1971, 5, 213-219.

Guttmann, E. Congenital arithmetic disability and Acalculia. Brace Journal of Medical Psychology, 1936, 16, 16-35.

Henderson, E. H. Correct spelling - an inquiry. The Reading Teacher, 1974, 28, 176-179.

Hilton, T. & Berglund, Gosta. Sex differences in mathematical achievement - a longitudinal study. The Journal of Educational Research, 1974, 67, 231-237.

Hunterbuchner, L. P. Aphasia. Bulletin of the New York Academy of Medicine, 1974, 50, 589-601.

Johns, J. L. Speaking, listening, writing and reading. The Reading Teacher, 1976, 29, 458-459.

Kaliski, L. Arithmetic and the brain-injured child. The Arithmetic Teacher, 1962, 9, 245-251.

Kosc, L. Developmental Dyscalculia. Journal of Learning Disabilities, 1974, 7, 164-177.

Mattei, A. C. Instructional objectives, comprehension, and mathematics. Reading Improvement, 1973, 10, #2, 37-39.

O'Daffer, P. On improving one's ability to help children learn mathematics. The Arithmetic Teacher, 1972, 19, 519-526.

Price, L. The trouble with "poor auditory discrimination" Academic Therapy, 1973, 8, 331-338.

Schaeffer, B., et al. Number development in young children. Cognitive Psychology, 1974, 6, 357-379.

Smith, Richard J. Reading, writing and creativity. The Clearing House, 1971, 45, 350-354.

Stennett, R. G. et al. Developmental trends in letter-printing skills. Perceptual and Motor Skills, 1972, 34, 183-186.

Strevens, P. Second language learning. Daedalus, 1973, 102, 149-162.

Sutherland, J. An investigation into some aspects of problem solving in arithmetic Part I. The British Journal of Educational Psychology, 1941, 11, 215-221.

Sutherland, J. An investigation into some aspects of problem solving in arithmetic Part II. The British Journal of Education Psychology, 1942, 12, 35-46.

Wang, Margaret C. et al. The sequence of development of some early mathmematics behaviors. Child Development, 1971, 42 (4-6) 1767-1778.

Wingate, M. E. Recovery from stuttering. Journal of Speech and Hearing Disorders, 1964, 29, 312-321.

Wolf, Robin & Weiner, F. F. Effects of four noise conditions on arithmetic performance. Perceptual and Motor Skills, 1972, 35, 928-930.

Yoder, D. E. & Tande, D. O. (Language, Speech and Hearing) Selected bibliography. Language, Speech and Hearing Services in Schools, 1974, 5, 263-268.

Section II - Diagnosis and Assessment

(a) General Neurological-Perceptual Impairment

(i) Books

Bateman, Barbara (ed.) Diagnosis and remediation: medical and educational views. Seattle: Learning Disorders (Special Child Publications), 1971.

Bond, G. L. & Tinker, M. A. Reading difficulties: their diagnosis and correction. 2nd ed. New York: Appleton-Century-Crofts, 1967.

Bruecknev, L. J. The diagnosis and treatment of learning disabilities. New York, Appleton-Century-Crofts, 1955.

Buros, O. K. The seventh mental measurements yearbook (Volumes 1 and 2) Gryphon Press, 1972.

Erickson, R. R. & Erickson, E. L. How to diagnose and correct your child's reading problem. Holmes Beach, Florida: Teaching & Learning Pub., 1975.

Ferinden, W. E & Van Handel, D. C. Minimal cerebral dysfunction: diagnosis, management and remediation. Linden, New Jersey: Remediation Associates, 1971.

Gross, M. G. & Wilson, C. W. Minimal brain dysfunction: a clinical study of incidence, diagnosis and treatment in over 1000 children. New York: Brunner-Mazel, 1974.

ILG, Francis L. & Ames, Louise B. School readiness: behaviour tests used at the Gesell Institute. New York: Harper Row, 1965.

Knights, R. M. Normative data on tests for evaluating brain damage in children 5 to 14 years. Research Bulletin #20, London, Canada: University of Western Ontario, 1966.

Knoblock, Hilda & Pasamanick, B. Gesell and Amatruda's developmental diagnosis. Harper Row, 1974.

Lerner, Janet W. Children with learning disabilities: theories, diagnosis and teaching strategies. Boston, Mass: Houghton-Mifflin, 1971.

Lerner, Janet W. Children with learning disabilities: theories, diagnosis and teaching strategies. 2nd ed. Houghton-Mifflin, 1976.

Lovitt, T. C. & Eaton, M. Oh! That this too solid flesh would melt: direct and daily measurement hath cometh (The erosion of achievement tests), in Bartel, N. & Axelrod, S. (eds.) The Handbook for Special Education Research, Washington: Council for Exceptional Children, 1974.

Nicks, D. C & Fleishman, E. A. What do physical fitness tests measure: A review of factor analytic studies. New Haven: Yale University Press, 1960.

Perry, H. W. & Morris, T. E. The role of the diagnostician. In Journal Arena (ed.), Successful Programing. Many Points of View, pp.128-130. San Rafael, Calif: Academic Therapy Publications, 1969.

Quay, H. C. & Peterson, D. R. Behavior problem checklist. Champaign, Illinois: Children's Research Center, University of Illinois, 1967.

Rapaport, D., Gill, M. M. et al. Diagnostic psychological testing Rev. ed. by R. R. Holt; 2nd ed. New York: International Universities Press, 1968.

Smith, R. M. (ed.) Teacher diagnosis of educational difficulties. Columbus, Ohio, Merrill, 1969.

Sperry, L. Learning performance and individual differences. Glenview, Illinois: Scott Foresman, 1972.

Tarnopol, L. (ed.) Learning disorders in children. Diagnosis, medication and education. Little-Brown, 1971.

Valett, R. E. A psychoeducational inventory of basic learning abilities. Palo Alto, Calif: Fearon, 1960.

Waugh, K. W. & Bush, Wilma Jo. Diagnosing learning disorders. Columbus, Ohio: Merrill, 1971.

Section II - Diagnosis and Assessment

(a) General Neurological-Perceptual Impairment

(i) Periodicals

Ackerman, Peggy. et al. Children with specific learning disabilities: WISC profiles. Journal of Learning Disabilties, 1971, 4, 150-166.

Anderson, R.P. The basis of underachievement, neurological or psychological? Elementary School Guidance and Counselling, 1968, 2, 212-221.

Anderson, R.P. et al. Measurement of attention distractibility in LD children. Academic Therapy, 1974, 9, 261-266.

Arnold, L. E. Detection and management of hyperkinetic children in school. The School Counselor, 1971, 18, 177-184.

Auxter, D. Evaluation of perceptual motor training programs. Teaching Exceptional Children, 1972, 3, 89-97.

Ayres, A. J. Patterns of perceptional-motor dysfunction in children: a factor analytic study. Perceptual and Motor Skills, 1965, 20, 335-368.

Bachara, G. H. et al. Human figure drawings and LD children. Academic Therapy, 1975, 11, 217-231.

Bannatyne, A. Diagnosing learning disabilities and writing remedial prescriptions. Journal of Learning Disabilities, 1968, 1, 28-34.

Bannatyne, A. Diagnosing learning disabilities and writing remedial prescriptions. Journal of Learning Disabilities, 1968, 1, 242-249.

Bateman, Barbara. Three approaches to diagnosis and educational planning for children with learning disabilities. Academic Therapy Quarterly, 1967, 2, 215-222.

Bell, R. Q. et al. A rating system for the assessment of hyperactive and withdrawn children in preschool samples. American Journal of Orthopsychiatry, 1972, 42, 23-33.

Bender, L. A. A visual-motor gestalt test and its clinical use. American Journal of Orthopsychiatry Monograph, 1938, No. 3

Bersoff, D. N. et al. Effectiveness of special class placement for children labeled neurologically handicapped. Journal of School Psychology, 1972, 10, 157-163.

Black, F. W. Achievement test performance of high and low perceiving learning disabled children. *Journal of Learning Disabilities*, 1974, *7*, 178-182.

Bortner, M. Phrenology, localization and learning disabilities. *Journal of Special Education*, 1971, *5*, 23-29.

Bortner, Morton & Birch, H. G. Patterns of intellectual ability in emotionally disturbed and brain-damaged children. *Journal of Special Education*, 1969, *3*, 351-369.

Bortner, M. *et al*. Neurological signs and intelligence in brain-damaged children. *Journal of Special Education*, 1972, *6*, 325-333.

Botwinick, J. & Storandt, Martha. Speed functions, vocabulary ability, and age. *Perceptual and Motor Skills*, 1973, *36*, 1123-1128.

Brown, R. A. & Pool, D. A. Levels of expectation and aspiration in the brain injured. *Journal of Clinical Psychology*, 1974, *30* 50-52.

Bryan, Tanis, S. An observational analysis of classroom behaviors of children with learning disabilities. *Journal of Learning Disabilities*, 1974, *7*, 26-34.

Buktenica, N. A. Identification of potential learning disorders. *Journal of Learning Disabilities*, 1971, *4*, 379-383.

Burns, E. & Lehman, L. C. An evaluation of summated rating and pair comparison measures of hyperkinesis. *Journal of Learning Disabilities*, 1974, *7* 504-507.

Campbell, Susan. Cognitive styles in reflective, impulsive, and hyperactive boys and their mothers. *Perceptual and Motor Skills*, 1973, *36*, 747-752.

Capolianco, R. J. Diagnostic methods used with learning disability cases. *Exceptional Children*, 1964, *31*, 187-193.

Capute, A. J. *et al.* The electronencephalogram in children with minimal cerebral dysfunction. *Pediatrics*, 1968, *41*, 1104.

Carroll, Anne W & Seeley, K. R. Historical review of intelligence testing and the handicapped. *Academic Therapy*, 1974, *10*, 141-149.

Cartwright, G. P. Two decision models: identification and diagnostic teaching of handicapped children in the regular classroom. *Psychology in the Schools*, 1973, *10*, 4-11.

Cohen, J. Factorial structure of the WISC at ages 7 - 6 10 - 6, and 13- 6. *Journal of Consulting Psychology*, 1959, *23*, 285-299.

Colarusso, R. P. Selecting a test of visual perception. *Academic Therapy*, 1975, *11*, 157-167.

Cowgill, Mary Lu. *et al*. Predicting learning disabilities from kindergarten reports. *Journal of Learning Disabilities*, 1973, *6*, 577-582.

Crinella, F. M. & Dreger, R. M. Tentative identification of brain dysfunction syndromes in children through profile analysis. *Journal of Consulting and Clinical Psychology*, 1972, *38*, 251-260.

Davids, A. An objective instrument for assessing hyperkinesis in children. *Journal of Learning Disabilities*, 1971, *4*, 499-501.

Dyment, P. G. *et al*. The value of the electroencephalogram in evaluating children with minimal cerebral dysfunction. *The Journal of School Health*, 1971, *41*, 9-10.

Eaves, L. C., *et al*. The early identification of learning disabilities: A follow-up study. *Journal of Learning Disabilities*, 1974, *7*, 632-638.

Fay, L. Diagnostic teaching: implications for the administrator *Indiana School of Education Bulletin*, 1972, *48*, #1, 29-37.

Feldhusen, J. *et al*. Prediction of achievement with measures of learning, social behavior, sex, and intelligence. *Psychology in the Schools*, 1974, *11*, 59-65.

Ferinden, W. E. The role of the school nurse in the early identification of potential learning disabilities. *The Journal of School Health*, 1972, *42*, 86-87.

Fine, M. J. *et al*. Analysis of a failing attempt at behavior modification. *Journal of Learning Disabilities*, 1974, *7*, 70-75.

Fletcher, J. D. & Atkinson, R. C. Evaluation of the Stanford CAI program in initial reading. *Journal of Educational Psychology*, 1972, *63*, 597-682.

Friedman, Robert. A structured family interview in the assessment of school learning disorders. *Psychology in the Schools*, 1969, *6*, 162-171.

Fuller, G. & Friedrich, D. A diagnostic approach to differentiate brain-damaged from non brain-damaged adolescents. *Journal of Clinical Psychology*, 1974, *30*, 361-363.

Gensemer, I. B. & Cadman, T. E. The development of an evaluation progamm for children with learning problems. *Hospital* & *Community Psychiatry*, 1973, *24*, 158-161.

Glassman, R. B. Selection processes in living systems: Role in cognitive construction and receovery from brain damage. Behavioral Science, 1974, 19, 149-165.

Goldfield, M. & D'Qurilla, T. Prediction of academic competence by means of the survey of study habits and attitudes. Journal of Educational Psychology, 1973, 64, 116-122.

Goldstein, E. H. A multi disciplinary evaluation of children with learning disabilities. Child Psychiatry & Human Development, 1974, 5, 95-107.

Gunderson, Bernice. Diagnosis of learning difficulties - the team approach. Journal of Learning Disabilities, 1971, 4, 107-113.

Hambleton, Ronald K. Testing and decision-making procedures for selected individualized instructional programs. Review of Educational Research, 1974, 44, 371-400.

Hammill, D. C. Evaluating children for instructional purposes. Academic Therapy, 1971, 6, 341-353.

Hanuik, L. J. & Kaste, Carol. Mixed cerebral dominance in clinic and school populations. Perceptual and Motor Skills, 1973, 37, 900-902.

Hartlage, L. C. Diagnostic profiles of four types of learning disabled children. Journal of Clinical Psychology, 1973, 29, 458-463.

Hertzig, Margaret E. et al. Neurologic findings in children educationally designated as 'brain-damaged', American Journal of Orthopsychiatry, 1969, 39, 437-446.

Holden, R. H. Prediction of mental retardation in infancy. Mental Retardation, 1972, 10, #1, 28-30.

Holowinsky, I. Z. & Pascale, P. J. Performance on selected WISC subtests of subjects referred for psychological evaluation because of educational difficulties. Journal of Special Education, 1972, 6, 231-235.

Hunt, J. McV & Kirk, G. E. Criticism referenced tests of school readiness: a paradigm with illustrations. Genetic Psychology Monographs, 1974, 90, 143-182.

Jenkins, J. R. et al. Using direct and daily measures to increase learning. Journal of Learning Disabilities, 1974, 7, 605-608.

Jones, W. P. Sex differences in academic prediction. Measurement and Evaluation in Guidance, 1970, 3, 88-91.

Junkala, J. Task analysis and instructional alternatives. *Academic Therapy*, 1972, *8*, 33-40.

Kappelman, M. M. *et al*. Profile of the disadvantaged child with learning disorders. *American Journal of Diseases of Children*, 1971, *121*, 371-379.

Kauffman, J. M. & Hallahan, D. P. Teaching/learning: quantitative and functional analysis of educational performance. *Journal of Special Education*, 1973, *7*, 261-268.

Kaufman, N. L. & Kaufman, A. S. Comparison of normal and minimally brain dysfunctioning children on the McCarthy Scales of Children's Abilities. *Journal of Clinical Psychology*, 1974, *30*, 69-72.

Kauffman. J. M. *et al*. Family Relations Test responses of retarded readers: reliability and comparative data. *Journal of Personality Assessment*, 1972, *36*, 353-360.

Keefer, K. Characteristics of students who make accurate and inaccurate self-predictions of college achievment. *The Journal of Educational Research*, 1971, *64*, 401-404.

Keith, Judith, B. & Gluck, M. R. Profile of diagnostic information designed to describe the individual learner. *Peabody Journal of Education*, 1974, *52*, 33-42.

Kenny, J. J. Background interference procedure: a means of assessing neurologic dysfunction in school-age children. *Journal of Consulting and Clinical Psychology*, 1971, *37*, 44-46.

Keogh, Barbara. A compensatory model for psychoeducational evaluation of children with learning disorders. *Journal of Learning Disabilities*, 1971, *4*, 544-548.

Keogh, Barbara K & Becker, L. D. The Bender Gestalt Test for educational diagnosis. *Academic Therapy*, 1975, *11*, 79-82.

Keogh, Barbara K. & Becker, L. D. Early detection of learning problems: Questions, cautions, and guidelines. *Exceptional Children*, 1973, *40*, 5-11.

Klatskin, Ethelyn H. *et al*. Minimal organicity in children of normal intelligence: correspondence between psychological test results and neurologic findings. *Journal of Learning Disabilities*, 1972 *5*, 213-218.

Knights, R. M. & Hinton, G. G. Minimal brain dysfunction: Clinical and psychological test characteristics. *Academic Therapy*, 1969, *4*, 265-273.

Knights, R. M. & Tymchuk, A. J. An evaluation of the Halstein-Reitan Category Tests for children. *Cortex*, 1968, *4* 403-414.

Krippner, S. An evaluation of N O procedures on children with brain dysfunction. *Academic Therapy*, 1973, *9*, 221-229.

Kuhlberg, Janet & Gershman, Elaine. School readiness: studies of assessment procedures and comparisons of three types of programming for immature 5 year-olds. *Psychology in the Schools*, 1973, *10* 410-420.

Langhorne, J. E. *et al*. Multidimensional scaling of elementary teachers' impressions regarding a set of student behavior problems. *Perceptual and Motor Skills*, 1974, *38*, 267-274.

Lesiak, W. J. & Wait, Judith. The diagnostic kindergarten: initial step in the identification and programming of children with learning problems. *Psychology in the Schools*, 1974, *11*, 282-290.

Lesser, S. R. & Easser, Ruth. Personality differences in the perceptually handicapped. *Journal of the American Academy of Child Psychiatry*,1972, *11*, 458-466.

Maxwell, Martha. Evaluating college reading and study skills programs *Journal of Reading*, 1971, *15*, 214-221.

McManis, D. L. & Roth, Gloria. Social reinforcement effects on black design performance by brain-damaged children of normal intelligence. *Perceptual & Motor Skills*, 1974, *38*, 1059-1065.

McIntosh, W. J. The use of a Wechsler subtest ratio as an index of brain damage in children. *Journal of Learning Disabilities*, 1974, *7*, 161-163.

McNeil, M. R. & Hamre, C. E. A review of measures of lateralized cerebral hemispheric functions. *Journal of Learning Disabilities*, 1974, *7*, 375-383.

Mullen, Joann. Identifying LD kindergarten children. *Academic Therapy*, 1975, *11*, 117-118.

Neuringer, C. *et al*. The relationship between age and qualitative or quantitative impairment of abstract reasoning in the brain damaged. *The Journal of Genetic Pscychology*, 1973, *123*, 195-200.

Novack, H. S. *et al*. A scale for early detection of children with learning problems. *Exceptional Children*, 1973, *40*, 85-97.

Ollendick, A. J. *et al*. Comparison of Peabody, Leiter, WISC and academic achievement Scores among emotionally disturbed children. *Journal of Abnormal Child Psychology*, 1974, *2*, 47-51.

Ozer M. N. & Dworkin, Nancy E. The assessment of children with learning problems: An in-service teacher training program. *Journal of Learning Disabilities*, 1974, *7*, 539-544.

Ozer, M. N. & Richardson, H. B. The diagnostic evaluation of children with learning problems: A "process" approach. Journal of Learning Disabilities, 1974, 7, 88-92.

Palkes, Helen, & Stewart, M. Intellectual ability & performance of hyperactive children. American Journal of Orthopsychiatry, 1972, 42, 35-39.

Pikulski, J. The validity of three brief measures of intelligence for disabled readers. The Journal of Educational Research, 1973, 67, 67-68.

Proger, B. B. & Mann, L. Criterion-referenced measurement: The world of gray versus black and white. Journal of Learning Disabilities, 1973, 6, 72-84.

Quirk, T. J. et al. Development of the program for learning in accordance with needs teacher observation scale. A teacher observation scale for individualized instruction. Journal of Educational Psychology, 1971, 62, 188-200.

Robinson, H. A. Testing reading: product versus process. The Reading Teacher, 1972, 26, 303-304.

Ross, A. D., Lacey, H. M. et al. The development of a behavior checklist for boys. Child Development, 1965, 36, 1013-1027.

Sabatino, D. A. An evaluation of resource rooms for children with learning disabilities. Journal of Learning Difficulties, 1971, 4, 84-93.

Salvia, J. et al. Reliability of Bower Scale for screening of children with emotional handicaps. Exceptional Children, 1974, 41, 117-118.

Satterfield, J. H. et al. Response to stimulant drug treatment in hyperactive children: prediction from EEG and neurological findings. Journal of Autism and Childhood Schizophrenia, 1973, 3, 36-48.

Schain, R. J. Neurological diagnosis in children with learning disabilities. Academic Therapy, 1971, 7, 139-147.

Schwartz, Audrey. A comparative study of values and achievement Mexican-American and Anglo youth. Sociology in Education, 1970, 44, 438-462.

Seitz, F. C. et al. Dectection of learning difficulties in first grade: preliminary analysis of the Johnson-Kenney Screening Readiness Test. Psychological Reports, 1973, 33, 219-225.

Serafetinides, E. A. EEG and psychometric testing in brain lesions: cominbed screening. Perceptual and Motor Skills, 1972, 35, 289-290.

Shaffer, D., *et al.* Controlled observations on patterns of activity, attention, and impulsivity in brain-damaged and psychiatrically disturbed boys. *Psychological Medicine*, 1974, *4*, 4-18.

Silver, L. B. A proposed view on the etiology of the neurological learning disability syndrome. *Journal of Learning Disabilities*, 1971, *4*, 123-133.

Simonsen, R. J & Sutherland, J. Psychological assessment of brain damage: the Wechaler Scales. *Academic Therapy*, 1974, *10*, 69-81.

Simpson, R. L. Reading tests vs. intelligence as predictors of high-school graduation. *Psychology in the Schools*, 1970, I, 363-365.

Smith, J. O. & Lovitt, T. C. Pinpointing a learning problem leads to remediation. *Teaching Exceptional Children*, 1973, *5*, 181-182.

Speedie, S. M. *et al.* Abilities measured by the Purdue Elementary Problem-Solving Inventory. *Psychological Reports*, 1973, *33*, 959-963.

Spreen, O. & Gaddes, W. H. Developmental norms for fifteen neuropsychological tests age six to fifteen. *Cortex*, 1969, *5*, 170-191.

Storms, L. H. Relationships among patients' emotional problems, neurologists' judgements, and psychological tests of brain dysfunction. *Journal of Clinical Psychology*, 1972, *28*, 54-60.

Tauber, Rosalyn. Identification of potential learning disabilities. *Academic Therapy Quarterly*, 1966-67, *2*, 116-119 and 123.

Thomas, J. R. & Chissom, B. S. Prediction of first grade academic performance from kindergarten perceptual motor data. *Research Quarterly*, 1974, *45*, 148-153.

Ullman, C. A. Measures of learning disability for different purposes. *Journal of Learning Disabilities*, 1971, *4*, 186-192.

Uyeda, Florence, F. The detection of learning disabilities in the early school age child, specifically the kindergarten child. *The Journal of School Health*, 1972, *42*, 214-217.

Valett, R. E. The evaluation and programming of basic learning abilities. *Journal of School Psychology*, 1968, *6*, 227-236.

Vautour, J. A. C. Discovering and motivating the artistically gifted LD child. *Teaching Exceptional Children*, 1976, *8*, 87-91.

Weithorn, Corinne J. Hyperactivity and the CNS: An etiological and diagnostic dilemma. *Journal of Learning Disabilities*, 1973, *6*, 46-51.

Werstler, Cheryl. A definition of learning disability and suggestions for detection and remediation. American Secondary Education, 1973, 3, #4, 8-11.

Wilborn, Bobbie L. & Smith, D. A. Early identification of children with learning problems. Academic Therapy, 1974, 9, 363-371.

Williams, J. et al. Ability, likability and motivation of students as they relate to prediction of achievement. The Journal of Educational Research, 1971, 65, 155-158.

Section II - Diagnosis and Assessment

(b) Reading

(i) Books

Boder, Elena. *Developmental dyslexia: diagnostic screening patterns bases on three characteristic patterns of reading and spelling*. Claremont Reading Conference, 1968.

Bond, A. & Tinker, M. A. *Reading difficulties: their diagnosis and correction*. 3rd ed. Appleton Century Crofts, 1973.

Buros, O. K. *Reading tests and reviews*. Gryphon Press, 1972.

Dechant, E. V. (ed.) *Detection and correction of reading difficulties; readings with commentary*. Appleton-Century, 1971.

Delacato, C. H. *The diagnosis and treatment of speech and reading problems*. Springfield, Ill: C. C. Thomas, 1963.

Durr, W. K. (ed.) *Reading difficulties; diagnosis, correction and remediation*. I.R.A., 1970.

Durrell, D. D., *et al*. *Durrell listening - reading series*. New York: Harcourt Brace Jovanovich, 1970.

Ekwall, E. E. *Locating and correcting reading problems*. Columbus, Ohio: Merrill, 1970.

Farr, R. *Measurement and evaluation of reading*. Harcourt Brace, 1970.

Farr, R. *Reading: what can be measured.* International Reading Assoc. 1970.

Franklin, A. W. *et al*. *Assessment and teaching dyslexic children*. London, England: Invalid Children Aid Association, 1970.

Guszak, F. J. *Diagnostic reading instruction in the elementary school*. Harper Row, 1972.

Gyarfas, E. (ed.) *Reading tests: grades 4-6*. Princeton, N.J: Ed. Testing Service, 1975.

Gyarfas, E. (ed.) *Reading tests: grades 7-16 and adults*. Princeton, N.J: Ed Testing Service, 1975.

Harris, L. *Reading instruction through diagnostic teaching*. Holt Rinehart & Winston, 1972.

de Hirsch, K. & Jansky, J. et al. Predicting reading failure. New York: Harper and Row, 1966.

Johnson, Margorie & Kress, R. Informal reading inventories. Newark Delaware: International Reading Assoc., 1965.

Kenney, Virgina T & Kenney, A. H. (eds.) Dyslexia: diagnosis and treatment of reading disorders. St. Louis, Missouri: C.V. Mosby, 1968.

Love, H. D. Parents diagnose and correct reading problems; for parents of children with reading disabilities. Springfield, Ill: C. C. Thomas, 1970.

Madill, Annita Ruth. Discriminating poor readers from normal readers in grade one. Calgary, Manitoba: M. Ed. Thesis University of Calgary, 1971.

Millar, Wilma, H. Diagnosis and correction of reading difficulties in secondary school students. New York Centre for Applied Research in Education, 1973.

Millar, Wilma, H. Reading diagnosis kit. Center for Applied Research, 1974.

Neal, M. D. Neal analysis of reading ability. London, U.K: MacMillan, 1966.

Newman, H. Reading disabilities; selections on identification and treatment. Indianapolis, Indiana: Odyssey Press,1969.

Roswell, Florence G. & Matchez Gladys. Reading disability; diagnosis and treatment. Basic Books, 1971.

Satz, P. & Ross, J. J. The disabled learner; early detection and intervention. Rotterdam, Holland: Rotterdam University Press, 1973.

Silvaroli, N. J. Classroom reading inventory. Dubuque, Ohio: W. C. Brown, 1975.

Strang, Ruth. Reading diagnosis and remediation. International Reading Assoc., 1968.

Wilson, R. M. Diagnostic and remedial reading for classroom and clinic. Columbus, Ohio: Merrill, 1973.

Wilson, R. M. & Geyer, J. Readings for diagnostic and remedial reading. Merrill, 1972.

Section II - Diagnosis and Assessment

(b) Reading

(ii) Periodicals

Ables, Billie, et al. Problems in the diagnosis of dyslexia: a case study. Journal of Learning Disabilities, 1971, 4, 409-417.

Alspaugh, J. & Burge, P. Determination of reading expectancy. The Journal of Experimental Education, 1972, 40, #4, 1-5.

Altus, G. T. A WISC profile for retarded readers. Journal of Consulting Psychology, 1956, 20, 155-156.

Applebee, Arthur, N. Toward independent measures of speed of reading. Journal of Learning Disabilities, 1973, 6, 16-20.

Askoo, Eunice & Fischback, T. An investigation of primary pupils' attitudes toward reading. The Journal of Experimental Education, 1973, 41, #3, 1-7.

Bannatyne, A. Diagnostic and remedial techniques for use with dyslexic children. Academic Therapy Quarterly, 1968, 3, 213-223.

Benenson, T. F. Prediction of first-grade reading achievement: Criterion validation of a measure of visual recognition memory. Educational & Psychological Measurement, 1974, 34, 423-428.

Beyond the standardized test: objectives-based evaluation in reading. J. R. Staff feature. Journal of Reading, 1972, 15, 616-617.

Black, F. W. An investigation of intelligence as a casual factor in reading problems. Journal of Learning Disabilities, 1971, 4, 139-142.

Book, R. M. Predicting reading failure: A screening battery for kindergarten children. Journal of Learning Disabilities, 1974, 7, 43-47.

Boyd, J. E. Use of the Slosson Intelligence Test in reading diagnosis. Academic Therapy, 1974, 9, 441-444.

Brekke, Beverly & Williams, J. D. Teachers' prediction of reading readiness. Perceptual and Motor Skills, 1973, 37, 521-522.

Brown, R. I. Some assessment and remedial reading procedures for children and adolescents. Remedial Education, 1968, 3, 40-44.

Bruland, R. A. Learning' words: evaluating vocabulary development efforts. *Journal of Reading*, 1974, *18*, 212-214.

Calfee, R. C. & Jameson, Penny. Visual search and reading. *Journal of Educational Psychology*, 1971, *62*, 501-505.

Camp, Bonnie, W. & Van Doornick, W. J. Assessment of "motivated" reading therapy with elementary school children. *Behavior Therapy*, 1971, *2*, 214-222.

Carter, J. L. & Diaz, Angelo. Effects of visual and auditory background on reading test performance. *Exceptional Children*, 1971, *37*, 43-68.

Carver, R. P. Reading tests in 1970 versus 1980: psychometric versus edumetric. *The Reading Teacher*, 1972, *26*, 299-302.

Cohen, S. A. Cause versus treatment in reading achievement. *Journal of Learning Disabilities*, 1970, *3*, 163-166.

Crowley, H. L. & Ellis, Bessie. Cross validation of a method for selecting children requiring special services in reading. *The Reading Teacher*, 1971, *24*, 312-319.

Dinnan, J. A. *et al*. An analysis of semantic products of disadvantaged and advantaged second, third, and fourth grade good and poor readers. *Journal of Reading Behavior*, 1971, *3*, #2, 22-26.

Dubois, N. F. Selected correlations between reading achievement and various visual abilities of children in Grades 2 and 4. *Perceptual and Motor Skills*, 1973, *37*, 45-46.

Ekwall, E. E. Measuring gains in remedial reading. *The Reading Teacher*, 1972, *26*, 138-141.

Fabian, A. A. Reading disability: an index of pathology. *American Journal of Orthopsychiatry*, 1955, *25*, 319-329.

Ferguson, N. *et al*. The Plowden Reports' recommendations for identifying children in need of extra help. *Educational Research*, 1971, *13*, 210-213.

Feshbach, S. *et al*. Early identification of children with high risk of reading failure. *Journal of Learning Disabilities*, 1974, *7* 639-644.

Fuller, G. B. & Friedrich, D. Three diagnostic patterns of reading disabilities. *Academic Therapy*, 1974, *10*, 219-231.

Goodman, Yetta. Reading diagnosis - qualitative or quantitative? *The Reading Teacher*, 1972, *26*, 32-37.

Gwaltney, W. K. An evaluation of a summer reading improvement course for disadvantaged high school students. *Journal of Reading Behavior*, 1971, *3*, #4, 14-21.

Hartlage, L. C. Prereading screening to determine optimum reading instructional approaches. *Reading Improvement*, 1974, *11*, #1, 7-8.

Hartlage, L. C. & Lucas, D. G. Predicting reading ability in first-grade children. *Perceptual and Motor Skills*, 1972, *34*, 447-450.

de Hirsch, Katrina. Tests designed to discover potential reading difficulties at the 6 year old level. *American Journal of Ortho-Psychiatry*, 1957, *27*, 566-676.

Hood, Joyce & Kendall, Janet R. A qualitative analysis of oral reading errors of reflexive and impulsive second graders: A follow-up study. *Journal of Reading Behavior*, 1975, *7*, 269-282.

Huddleson, R. L. Dual hearing screening: a method for identifying children for probable phonic reading problems. *Learning Speech and Hearing Services in Schools*, 1974, *5*, 44-48.

Huelsman, C. B. The WISC subtest syndrome for disabled readers. *Perceptual and Motor Skills*, 1970, *30*, 535-550.

Jansen, D. G. WISC and reading achievement of children referred back to the regular classroom or to a special education class after psychological evaluation. *Perceptual and Motor Skills*, 1973, *37*, 203-204.

Jerrolds, B. *et al*. A comparative study of three tests of intellecture potential, three tests of reading achievement and the discrepancy scores between potential and achievement. *The Journal of Educational Research*, 1971, *65*, 168-172.

Kahn, Norma B. A valuable review of factors related to achievement in reading. *Reading Improvement*, 1974, *11*, #1, 2-6.

Kallos, G. L. *et al*. The WISC profile of disabled readers. *Personnel and Guidance Journal*, 1961, *39*, 476-478.

Katz, L. & Wicklund, D. A. A word scanning rate for good and poor readers. *Journal of Educational Psychology*, 1971, *62*, 138-140.

Kender, J. P. Is there really a WISC profile for poor readers. *Journal of Learning Disabilities*, 1972, *5*, 397-400.

Koppotz, Elizabeth, M. Brain damage, reading disability and the Bender Gestalt Test. *Journal of Learning Disabilities*, 1970, *3*, 429-433.

Leton, D. A. The structure of the Stanford Diagnostic Reading Test in relation to the assessment of learning-disabled pupils. *Psychology in the Schools*, 1974, *11*, 40-51.

Levine, Maureen & Fuller, Gerald. Psychological, neuropsychological, and educational correlates of reading deficit. *Journal of Learning Disabilities*, 1972, *5*, 563-571.

Limmer, W. W. Remedial reading: a survey in North Bedfordshire. *Reading*, 1974, *8* #2, 33-39.

Livingston, H. F. What the reading test doesn't test - reading. *Journal of Reading*, 1972, *15*, 402-410.

Lowell, R. E. Reading readiness factors as predictors of success in first grade reading. *Journal of Learning Disabilities*, 1971, *4*, 563-567.

Lund, P. A & Ivanoff, J. M. Correspondence of self-concept measures with levels of reading achievement. *Journal of Reading Achievement* 1974, *6*, 159-166.

Maginnis, G. H. Measuring underachievement in reading. *The Reading Teacher*, 1972, *25*, 750-753.

Maginnis, G. H. Reading disability and remedial gain. *Journal of Learning Disabilities*, 1971, *4*, 322-324.

Mavrogenes, Nancy A. *et al*. Concise guide to standardized secondary and college reading tests. *Journal of Reading*, 1974, *18*, 12-22.

Mavrogenes, Nancy A. *et al*. A guide to tests of factors that inhibit learning to read. *The Reading Teacher*, 1976, *29*, 343-358.

McLeod, J. A. Comparison of WISC sub-test scores of pre-adolescent successful and unsuccessful readers. *Australian Journal of Psychology*, 1965, *17*, 220-228.

McNeil, J. D. & Wanat, S. F. Performance tests: assessing teachers of reading: a proposal - a response. *The Reading Teacher*, 1972, *25*, 622-633.

M [illegible], M. J. Measurement of verbal listening accuracy in children. *Journal of Learning Disabilities*, 1971, *4*, 257-259.

Mendelsohn, Frances A. Beginning reading instruction and later academic achievement. *The Journal of Experimental Education*, 1972, *40*, #3, 64-69.

Muehl, Siegmar & Forell, Elizabeth. A followup study of disabled readers: variables related to high school reading performance. *Reading Research Quarterly*, 1973, *9*, 110-123.

Neville, Mary & Pugh, A. Context in reading and listening: a comparison of children's errors in Cloze Tests. *The British Journal of Educational Psychology*, 1974, *44*, 224-233.

Oakan, R. et al. Identification, organization and reading comprehension for good and poor readers. Journal of Educational Psychology, 1971, 62, 71-78.

Olafson, Jan. Testing the emotionally maladjusted. Query, 1973, 4, #4, 5-11.

Ollilaz L. Diagnostic reading instruction isn't just 'remedial' The B.C. Teacher, 1972, 52, 86-91.

Otto, W. et al. Factors related to poor readers' achievement test performance. Journal of Reading Behavior, 1971, 3, #4, 1-5.

Perfetti, C. & Garson, B. Forgetting linguistic information after reading. Journal of Educational Psychology, 1973, 65, 135-139.

Pikulski, J. J. Assessing information about intelligence and reading. The Reading Teacher, 1975, 29, 157-163.

Pikulski, J. A critical review: informal reading inventions. The Reading Teacher, 1974, 2, 141-151.

Pyrezak, F. & Rasmussen, Marilyn. Skills measured by selected reading tests designed for high school use. Reading Improvement, 1974, 11, #3, 5-8.

Ramanauskas, Signita & Burrow, W. H. WISC profiles: Above average and MR good and poor readers. Mental Retardation, 1973, 11, #2, 12-14.

Ransbury, Molly. An assessment of reading attitude. Journal of Reading, 1973, 17, 25-28.

Rodenborn, L. V. Determining, using expectancy formulas. The Reading Teacher, 1974, 28, 286-291.

Rourke, Margery E. A comparison of three reading tests to establish instructional level. Query, 1973, 4 #1, 37-38.

Rowell, C. G. An attitude scale for reading. The Reading Teacher, 1972, 25, 442-447.

Rugel, R. The factor structure of the WISC in two populations of disabled readers. Journal of Learning Disabilities, 1974, 7, 581-585.

Rugel, R. P. WISC subtest scores of disabled readers: A review with respect to Bannatyne's recategorization. Journal of Learning Disabilities, 1974, 7, 48-64.

Sanders, J. Considerations in evaluating school reading programs. Indiana School of Education Bulletin, 1972, 48, #5, 15-25.

Sharon, A. Assessing the effectiveness of remedial college courses. The Journal of Experimental Education, 1972, 41 #2, 60-62.

Shiach, G. The effectiveness of SRA reading laboratory (2a) with boys of below average ability. *Educational Research*, 1971, *13*, 222-225.

Silver, A. A. & Hagin, Rosa A. Specific reading disability: An approach to diagnosis and treatment. *Journal of Special Education*, 1967, *1*, 109-118.

Smith, Brenda G. Speed reading scores in perspective. *Journal of Reading*, 1975, *19*, 128-130.

Wallner, Nancy K. The development of a listening comprehension test for kindergarten and beginning first grade. *Educational & Psychological Measurement* 1974, *34*, 391-396.

Wilson, R. C. & Einbecker, Polly G. Does reading ability predict college performance? *Journal of Reading*, 1974, *18*, 234-237.

Wozencraft, Marian. Correlations among Stanford achievement test scores, intelligence and age by level of intelligence in Grades 3 and 6. *Psychological Reports*, 1973, *33*, 235-238.

Yule, W. *et al*. Over-and under-achievement in reading distribution in the general population. *The British Journal of Educational Psychology*, 1974, *44*, 1-12.

Section II - Diagnosis and Assessment

(c) Speech and Listening

(i) Books

Boder, Elena. *Developmental dyslexia: diagnostic screening patterns based on three characteristic patterns of reading and spelling.* Clarement Reading Conference, 1968

Delacato, C. H. *The diagnosis and treatment of speech and reading problems.* Springfield, Ill: C. C. Thomas, 1963.

Goodglass, H. *The assessment of aphasia and related disorders.* Philadelphia: Lea & Febiger, 1972.

Kirk, S. A. & Kirk, Winifred. *Psycholinguistic learning disabilities: diagnosis and remediation.* Urbana, Ill: University of Illinois Press, 1961.

Kirk, S. A., & Kirk, Winifred, D. *Psycholinguistic learning disabilities: diagnosis and remediation.* Urbana, Ill: University of Illinois Press, 1971.

Wolfe, W. D. *Articulation and learning; new dimensions in research, diagnostics and therapy.* Springfield, Ill: C. Thomas, 1973.

(c) Speech and Listening

(ii) Periodicals

Avari, D. N. & Bloodstein, O. Adjacency and prediction in school-age stutterers. Journal of Speech & Hearing Research, 1974, 17, 33-40.

Benton, A. L. Problems of test construction in the field of aphasia. Cortex, 1967, 3, 34-58.

Curlee, R. F. & Perkins, W. H. Effectiveness of a DAF conditioning program for adolescent and adult stutterers. Behaviour Research and Therapy, 1973, 11, 395-401.

Frisch, G. R. & Handler, L. A neuropsychological investigation of "Functional Disorders of Speech Articulation." Journal of Speech & Hearing Research, 1974, 17, 432-445.

Laurita, R. E. Reversals: a response to frustrations. The Reading Teacher, 1971, 25, 45-51.

Longhurst, T. M. Assessing and increasing descriptive communication skills in retarded children. Mental Retardation, 1972, 10, #2, 42-45.

Margolis, R. H. & Millin, J. P. An item-difficulty based speech discrimination test. Journal of Speech and Hearing Research, 1971, 14, 865-873.

Mulac, A. & Sherman, A. R. Behavioral Assessment of speech anxiety. Quarterly Journal of Speech, 1974, 60, 134-143.

O'Donnell, C. R. The measurement of anxiety and evaluating components in exam and speech concepts for males. Journal of Clinical Psychology, 1973, 29, 326-327.

Orgass, B. & Poeck, K. Assessment of aphasia by psychometric methods. Cortex, 1969, 5, 309-330.

Perfette, C. & Garson, B. Forgetting linguistic information after reading. Journal of Educational Psychology, 1973, 65, 135-139.

Riley, Glyndon, D. A stuttering severity instrument for children and adults. Journal of Speech and Hearing Disorders. 1972, 37, 314-322.

Rosenfeld, L. B. & Frandsen, K. D. The "other" speech student: an empirical analysis of some interpersonal relations orientations of the reticent student. The Speech Teacher, 1972, 21, 296-302.

Rourke, B. P. & Telegdy, G. A. Lateralizing significance of WISC verbal-performance discrepancies for older children with learning disabilities. *Perceptual and Motor Skills*, 1971, *33*, 875-883.

Tyabova, T. V. The psycholinguistic analysis of speech in patients with dynamic aphasia (1). *Soviet Psychology*, 1970, *8*, 246-256.

Shearer, W. M. Diagnosis and treatment of voice disorders in school children. *Journal of Speech and Hearing Disorders*, 1972, *37*, 215-221.

Silverman, F. H., & Williams, D. E. Prediction of stuttering by school-age stutterers. *Journal of Speech and Hearing Research*, 1972, *15*, 189-193.

Stick, S. L. & Neappock, N. E. Word-finding problems and difficulties with numerical concepts in a junior high school boy. *Learning Speech and Hearing Services in Schools*, 1974, *5*, 218-224.

Tsvetkova, L. S. Concerning methods for examining children with speech impairments. *Soviet Education*, 1971-2, *14*, #1-2-3, 157-165.

Wertheim, Eleanor, S. A new approach to the classification and measurement of stuttering. *Journal of Speech and Hearing Disorders*, 1972, *37*, 242-251.

Williams, F. *et al*. Teachers' evaluations of children's speech. *The Speech Teacher*, 1971, *20*, 247-254.

Wingate, M. E. Evaluation and stuttering KK: Environmental stress and critical appraisal of speech. *Journal of Speech and Hearing Disorders*, 1962, *27*, 244-257.

Woods, C. L. & Williams, D. E. Speech clinicians' conceptions of boys and men who stutter. *Journal of Speech and Hearing Disorders*, 1971, *36*, 225-234.

Yairi, E. Item analysis for parental behaviors reated by stutterers and nonstutterers. *Perceptual and Motor Skills*, 1973, *36*, 451-452.

(d) Spelling, Mathematics and Writing

(i) Books

D'Augustine, C. H. *Multiple methods of teaching mathematics in the elementary school*. New York: Harper and Row, 1968.

Lerner, Janet W. *Children with learning disabilities: theories, diagnosis and teaching strategies*. Hughton Mifflin, 1971.

Lerner, Janet W. *Children with learning disabilties: Theories, diagnosis and teaching strategies*. Boston: Houghton Mifflin, 1976.

Phillips, A. J. *Discovery, identification and remedial treatment of difficulties in fundamental operations in elementary arithmetic*. Ph. D. Thesis, University of Toronto, 1945.

Schonell, F. J. *Diagnosis of individual difficulties in arithmetic*. Toronto: Clarke-Irwin, 1937.

Schonell, F. J. & Schonell, Eleanor, F. *Diagnosis and remedial teaching in arithmetic*. Edinburgh Scotland: Oliver and Boyd, 1957.

Shaw, C. N. *Effects of three instructional strategies on achievement on remedial arithmetic programme*. Ann Arbour: University microfilms, 1968.

Smith, D. D. & Lovitt, T. C. *The educational diagnosis and remediation of written b and d reversal problems: a case study*. Journal of Learning Disabilities, 1973, 6, 356-363.

(d) Spelling, Mathematics and Writing

(ii) Periodicals

Kaltsounis, B. & Stephens, H. G. Arithmetic achievement and creativity: explorations with elementary school children. *Perceptual and Motor Skills*, 1973, *36*, 1160-1162.

Naylor, F. & Gaudry, E. The relationship of adjustment, anxiety, and intelligence to mathematics performance. *The Journal of Educational Research*, 1973, *66*, 413-417.

Personke, C. & Yee, A. H. A model for the analysis of spelling behavior. *Elementary English*, 1966, *43*, 278-284.

Smith, Deborah D. & Lovitt, T.C. The educational diagnosis and remediation of b and d written reversal problems: a case study. *Journal of Learning Disabilities*, 1973, *6*, 356-363.

Section III - Remedial Methods

(a) General Neurological-Perceptual Impairment

(i) Books

Aiello, Barbara. *Making it work: Practical ideas for integrating exceptional children into regular classes*. Reston, Va: CEC, 1975.

Anderson, Lauriel, E. (ed.) *Helping the adolescent with the hidden handicap*. Academic Therapy Publications, 1970.

Arena, J. I. *Selective papers on learning disabilities*. *Successful programming many points of view*. San Raphael, Cal: Academic Therapy, Publications, 1969.

Ashlock, P. R. & Stephen, Alberta. *Educational therapy in the elementary school; an educational approach to the learning problems of children*. C. C. Thomas, 1966.

Association for Children with Learning Disabilities. *Successful programming: many points of view*. San Rafel, Calif: Academic Therapy Publications, 1969.

Bateman, Barbara (ed.) *Diagnosis and remediation: medical and educational views*. Seattle: Learning Disorders (Special Child Publications), 1971.

Benyon, Shiela D. *Intensive programming for slow learners*. Columbus, Ohio: Merrill, 1968.

Blair, G. M. *Diagnostic and remedial teaching, a guide to practice in elementary and secondary schools*. New York: MacMillan, 1956.

Blanco, R. F. *Prescriptions for children with learning and adjustment problems*. Springfield, Ill: C.C. Thomas, 1972.

Bond, G.L. & Tinker, M. A. *Reading difficulties: their diagnosis and correction*. 3rd ed. New York: Appleton-Century-Crofts. 1973.

Bowen, H. *Across - age tutorial program in an elementary school*. M.A. Thesis McGill University, 1973.

Bruecknev, L. J. *The diagnosis and treatment of learning disabilities*. New York: Appleton-Century-Crofts, 1955.

Chaney, Clara M. & Miles, Nancy R. *Remediating learning problems: a developmental curriculum*: Columbus, Ohio: C. E. Merrill, 1974.

Clark, Margaret M. Teaching left-handed children. London, U.K: University of London Press, 1975.

Cohen, H.L., et al. Case project: contingencies application for special education. Progress report. U.S. Dept. of Health, Education and Welfare, 1965.

Cruickshank, W.M. A teaching method for brain-injured and hyperactive children. Syracuse, N.Y: Syracuse University Press, 1961.

Fass, L.A. Learning disabilities: A competency - based approach. Boston: Houghton Mifflin, 1976.

Ferinden, W. E. & Van Handel, D. C. Minimal cerebral dysfunction: diagnosis, management and remediation. Linden, N.J: Remediation Association, 1971.

Fernald, Grace. Remedial techniques in basic school subjects. New York: McGraw-Hill, 1943.

Fox, Louise W. Program to improve academic achievement in poverty area schools. New York: Centre for Urban Education, 1969.

Frostig, Marianne & Maslow, Phyllis. Learning problems in the classroom; prevention and remediation. Grune & Stratton, 1973.

Frostig, Marianne & Maslow, Phyllis. Movement education: theory and practice. Chicago: Follett, 1970.

Gardner, W. I. Children with learning and behaviour problems: a behaviour management approach, Boston: Allyn & Bacon, 1974.

Gibsons, M. Individualized instruction - a descriptive analysis. N.Y: Teacher's College Press, 1971.

Goldsweig, B. Countdown, Scope Studies Skills I. New York: Scholastic Book Services, 1973.

Golick, Margie. Deal me in (the use of playing cards in teaching and learning) New York City: Jeffrey Norton Press, 1973.

Gross, M.G. & Wilson, C.W. Minimal brain dysfunction: a clinical study of incidence, diagnosis and treatment in over 1,000 children. New York: Brunner-Mazel, 1974.

Grzynkowicz, Wineva M. (ed.) Meeting the needs of learning disabled children in the regular class. C. C. Thomas, 1975.

Grzykowica, Wineva M. Teaching inefficient learners. C. C. Thomas, 1971.

Hammill, D. D. & Bartell, Nettie R. Teaching children with learning and behaviour problems. Allyn & Bacon, 1975.

Homme, L. et al. How to use contingency contracting in the classroom. Champaign, Ill: Research Press, 1971.

Johnson, Doris J. & Myklebust, H. R. *Learning disabilities: educational principles and practices*. Grune & Stratton, 1967.

Kauffman, J. M. & Hallahan, D. P. *Teaching children with learning disabilities: personal perspectives*. Merrill, 1974.

Kirk, S. A. & Lord, F. E. *Exceptional children: educational resources and perspectives*. Boston: Houghton-Mifflin, 1974.

Kovalchuk, Stephanie. *Cross-age tutoring*. M. Ed. Thesis, McGill University, 1974.

Lerner, Janet W. *Children with learning disabilities: theories, diagnosis and teaching strategies*. Boston, Mass: Houghton-Mifflin, 1971.

Lerner, Janet W. *Children with learning disabilities: theories, diagnosis and teaching strategies*. 2nd ed. Houghton-Mifflin, 1976.

Lovitt, T. C. Thomas C. Lovitt. In J. M. Kauffman & D. P. Hallahan (eds.). *Teaching children with learning disabilities: personal perspectives*. Columbus, Ohio: Charles C. Merrill, 1976.

Mallison, Ruth. *Education as therapy*. Seattle: Special Child, 1968.

Mann, P. H. & Suiter, Patricia. *Handbook in diagnostic teaching: a learning disability approach*. Allyn & Bacon, 1974.

Meyen, E. L. *et al*. *Alternatives for teaching exceptional children*. Denver: Love Pub., 1975.

Meyen, E. L. *et al*. *Strategies for teaching exceptional children*. Denver, Col: Love, 1972.

Myers, Patricia I. & Hammill, D. D. *Methods for learning disorders 2nd ed*. New York: Wiley, 1976.

Newton Margaret & Thompson, M. E. *Dyslexia - a guide for teachers and parents*. London: University of London Press, 1975.

O'Leary, K. D. & O'Leary, S. G. (eds) *Classroom management: the successful use of behavior modification*. New York: Pergamon, 1972.

O'Neill, Marie J. *An evaluation of a method for developing learning strategies in kindergarten children with potential learning disabilities*. Ph. D. Thesis University of Toronto, 1975.

Otto, W. & Koenke, K. (ed.) *Remedial teaching: research and comment*. New York: Howton Mifflin, 1969.

Report of the conference on the use of stimulant drugs in the treatment of behaviorally disturbed young school children Jan. 11-12, 1971. Washington, D.C.: Office of Child Development, U.S. Dept. of Health, Education and Welfare, 1971.

Robbins, M. & Glass, G. V. The Doman - Delacato rationale: *a critical analysis*. In J. Hellmuth (ed.) *Educational Therapy*, Vol. 2. Seattle, Wash: Special Child Publications, 1969.

Sampson, Olivi. *Remedial education*. Routledge, 1974.

Smith, Ian D. & Hess, R. D. *The effects of computer-assisted instruction on student self-concept, focus of control and level of aspiration*. Stanford University Press (the search and development memo #89) 1972.

Stainback, W. *et al*. *Establishing a token economy in the classroom*. Columbus, Ohio: Charles E. Merrill, 1973.

Steere, Amey *et al*. *Solving language difficulties; remedial routes*. Cambridge, Mass: Educators publishing service, 1971.

Stephens, I. M. *Directive teaching of children with learning and behavioural handicaps*. Columbus, Ohio: Merrill, 1970.

Stott, D. H. *The parent as teacher: a guide for parents with children with learning difficulties*. Toronto, New Press, 1972.

Taraofsky, Ester, G. *The effects of the tutorial process on underachieving tutors*. M. Ed. Thesis, McGill University, 1974.

Tarnopol, L. (ed.) *Learning disabilities: introduction to educational and medical management*. C. C. Thomas, 1971.

Tarnopol, L. (ed.) *Learning disorders in children*. *Diagnosis, medication and education*. Little-Brown, 1971.

Tyler, F. T. *Individualized instruction 61st yearbook Part I Nat. Soc. for study of education*. Chicago: University of Chicago Press, 1962.

Van Witsen, B. *Perceptual training activities handbook*. New York: Teachers College Press, Columbia University, 1967.

Wallace, G. & Kauffman, J. M. *Teaching children with learning problems*. Columbus, Ohio: Charles E.Merrill, 1973.

Worell, J. & Nelson, C. M. *Managing instructional problems*: *a case study workbook*. New York: McGraw-Hill, 1974.

Zifferblatt, S.M. *You can help your child improve study and homework behaviours*. Champaign, Ill: Research Press, 1970.

Section III - Remedial Methods

(a) General Neurological-Perceptual Impairment

(ii) Periodicals

Adelman, H. S. Remedial classroom instruction revisited. Journal of Special Education, 1971, 5, 311-322.

Allen, K. E. et al. Control of hyperactivity by social reinforcement of attending behavior. Journal of Educational Psychology, 1967, 58, 231-237.

Allen, V. & Feldman, R. Learning through tutoring: low, achieving children as tutors. The Journal of Experimental Education, 1973, 42, #1, 1-5.

Averbach, A. G. The social control of learning disabilities. Journal of Learning Disabilities, 1971, 4, 369-378.

Austin, G. R. et al. The effectiveness of summer compensatory education: A review of the research. Review of Educational Research, 1974, 42, 171-181.

Balmer, Joann. Project tutor: Look! Teaching Exceptional Children, 1972, 2, 166-175.

Bannatyne, A. Diagnosing learning disabilities and writing remedial prescriptions. Journal of Learning Disabilities, 1968, 1, 28-34.

Bannatyne, A. Programs, materials and techniques. Journal of Learning Disabilities, 197[illegible], [illegible], 1-7.

Bannatyne, A. Diagnosing learning disabilities and writing remedial prescriptions. Journal of Learning Disabilities, 1968, 1, 242-249.

Barcai, A. et al. A comparison of three group approaches to under-achieving children. American Journal of Orthopsychiatry, 1973, 43, 133-141.

Barnett, Roselind. Personality correlates of vocational planning. Genetic Psychology Monographs, 1971, 83, 309-356.

Bausell, B. et al. A factoral study of tutoring versus classroom instruction. American Educational Research Journal, 1972, 9, 591-597.

Berthold, H. C. & Sachs, P. H. Education of the minimally brain damaged child by computer and by teacher. Programmed Learning & Educational Technology, 1974, 11, [illegible]-124.

Blanco, R. F. A focus on remediation in school psychology. Journal of School Psychology, 1971, 9, 261-269.

Bolstad, I. D. & Johnson, S.M. Self-regulation in the modification of disruptive classroom behavior. Journal of Applied Behavior Analysis, 1972, 5, 443-454.

Briggs, R. et al. Study habit modification and its effect on academic performance: a behavioral approach. The Journal of Educational Research, 1971, 64, 347-350.

Buchsbaum, M. & Wender, P. Average evoked responses in normal and minimally brain dysfunctioned children treated with amphetamine. Archives of General Psychiatry, 1973, 29, 764-770.

Burks, H. F Discipline methods employed by some teachers of neurologically handicapped children. Psychology in the Schools, 1967, 5, 141-145.

Cahn, Lorynne & Hodges, J. Occupational therapy: A role in learning disabilities. Academic Therapy, 1973, 9, 165-174.

Cantrell, R. P. et al. Contingency contracting with school problems. Journal of Applied Behavior Analysis, 1969, 2, 215-220.

Carter, J. L. & Miller, Phillis, K. Creative art for minimally brain-injured children. Academic Therapy, 1971, 6, 245-252.

Carter, Toni. Creative dramatics for LD children. Academic Therapy, 1974, 9, 411-418.

Christensen, D. E. & Sprague, R. L. Reduction of hyperactive behavior by conditioning procedures alone and combined with methylphenidate (Petalin). Behaviour Research and Therapy, 1973, 11, 331-334.

Christoplos, Florence. Prescriptive teaching: A cognitive approach to social and interpersonal learning. Teaching Exceptional Children, 1970, 2, 158-162.

Christoplos, Florence. Programming for children with learning disabilities. Journal of Learning Disabilities, 1969, 2, 43-48.

Comly, H. H. Cerebral stimulants for children with learning disorders. Journal of Learning Disabilities, 1971, 4, 484-490.

Cory, C. T. Two generations of volunteers: grandparents. Learning 1974, 3 (#2), 80-83.

Cory, C. T. Two generations of volunteers: parents. Learning, 1974, 3 #2, 76-79.

Cott, A. Megavitamins: The orthomolecular approach to behavioral disorders and learning disabilities. Academic Therapy, 1972, 7, 245-259.

Criscuold, N. P. Training tutors effectively. The Reading Teacher, 1971, 25, 157-159.

Christophersen, E. R. et al. The home point system: token reinforcement procedures for application by parents of children with behavior problems. Journal of Applied Behavior Analysis, 1972, 5, 485-497.

Clough, J. Compensatory education programmes, a review of research. The Australian Journal of Education, 1972, 16, 262-278.

Cobb, J. & Hope, H. Effects of academic survival skill training on low achieving first graders. The Journal of Educational Research, 1973, 67, 108-113.

Czerniejewski, Carol & Tillotson, Katherine. A community program for the learning - disabled child. Academic Therapy, 1973, 9, 57-60.

Dallas, J. D. Cross-age tutoring and the high risk students. The Clearing House, 1974, 48, 300-302.

Davis, W. Developing activities to stimulate creative thinking among EMR students. The Journal for Special Educators of the Mentally Retarded, 1973, 10, 27-28.

De Obaldis, Mario. Music therapy in the treatment of brain-damaged children. Academic Therapy, 1971, 6, 263-269.

Deitz, S. M. & Repp, A. C. Decreasing classroom misbehavior through the use of DRL schedule of reinforcement. Journal of Applied Behavior Analysis, 1973, 6, 457-463.

Drass, Sarah. Learning disabled children as behavior modifiers. Journal of Learning Disabilities, 1971, 4, 418-425.

D'Zurilla, T. J. & Goldfried, M. R. Problem solving and behavior modification. Journal of Abnormal Psychology, 1971, 78, 107-126.

Durlak, J. A. Ninth graders as student aides: making use of the helper therapy principle. Psychology in the Schools, 1973, 10, 334-339.

Ehly, S. & Larsen, S. C. Peer tutoring in the regular classroom. Academic Therapy, 1975, 11, 205-208.

Elliot, A. Student tutoring benefits everyone. Phi Delta Kappan, 1973, 54, 535-538.

Emrick, C. D. Treatment of a conceptual and perceptual deficits. Academic Therapy, 1971, 6, 293-303.

Epstein, Estelle P. et al. Chemotherapy and the hyperkinetic child. Journal of Education, 1968, 151-47-60.

Eric Document Reproduction Service. A selected bibliography: teaching mehtods for use with children with learning disabilities. Teaching Exceptional Children, 1969, 2, 19-32.

Estes, R. E & Huizinga, R. J. A comparison of visual and auditory presentations of a paired-associate learning task with learning disabled children. Journal of Learning Disabilities, 1974, 7, 35-42.

The family as educator. Teacher's College Record, 1974, 76, 175-279.

Ferinden, W. E. et al. A supplemental instructional program for children with learning disabilities. Journal of Learning Disabilities, 1971, 4, 193-203.

Feshback, S. Remediation of learning problems among the disadvantaged. Journal of Educational Psychology, 1974, 66, 16-28.

Fisher, Judith & Harris, Mary. Effect of note taking and review on recall. Journal of Educational Psychology, 1973, 65, 321-325.

Flowers, J. & Marston, A. Modification of low self-confidence in elementary school children. The Journal of Educational Research, 1972, 66, 30-34.

Fowlie, Barbara. A parent's guide to amphetamine treatment of hyperkinesis. Journal of Learning Disabilities, 1973, 6, 352-355.

Falik , L. & Wexler, S. The tutorial program: what kind of answer to the problem of academic deficiency in the urban minority-group community? Urban Education, 1971, 5, 357-377.

Gardner, R. A. The mutual storytelling technique in the treatment of psychogenic problems secondary to minimal brain dysfunction. Journal of Learning Disabilities, 1974, 7, 135-143.

Gentry, L. A. A clinical method in classroom success. The Reading Teacher, 1974, 28, 298-300.

Gilmour, J. The effectiveness of parental counseling with other modalities in the treatment of children with learning disabilities (Baker's Study). Journal of Education - Boston, 1971, 153 (1), 74-82.

Goldman, R. Cross-cultural adaptation of a program to involve parents in their children's learning. Child Welfare, 1973, 52, 521-532.

Gordon, I. J. What do we know about parents as teachers? Theory into Practice, 1972, 11, 146-149.

Grass, J. R. Effects of masses and spaced practice in learning in brain damaged behavior - disordered, and normal children. Journal of Learning Disabilities, 1971, 4, 237-242.

Greenwood, G. E. et al. Some promising Approaches to parent involvement. Theory into Practice, 1972, 11, 183-189.

Grinspoon, L. & Singer, Susan, B. Amphetamines in the treatment of hyperkinetic children. *Harvard Educational Review*, 1973, *43*, 515-555.

Gruver, G. G. College students as therapeutic agents. *Psychological Bulletin*, 1971, *76*, 111-127.

Guyer, Barbara P. The Montessori approach for the elementary age LD child. *Academic Therapy*, 1974, *10*, 187-192.

Hager, J. The educator's role with hyperkinetic children. *Phi Delta Kappan*, 1973, *54*, 338-339.

Hall, R. V. & Broden, M. Behavior changes in brain-injured children through social reinforcement. *Journal of Experimental Child Psychology*, 1967, *5*, 463-479.

Hallenbeck, Pnyllis. Teaching social studies to special children. *Journal of Learning Disabilities*, 1974, *7*, 11-14.

Hammill, D. The resource-room model in special education. *Journal of Special Education*, 1972, *6*, 349-354.

Hawkins, R. P. *et al*. Behavior therapy in the home: amelioration of problem parent-child relations with the parent in a therapeutic role. *Journal of Experimental Child Psychology*, 1966, *4*, 99-107.

Heller, H. W. The resource room: a mere change or real apportunity for the handicapped? *Journal of Special Education*, 1972, *6*, 369-375.

Hetherington, Dianne. Reality therapy: an approach to remedial teaching. *Query*, 1973, *4* #2, 13-16.

Homme, L. *et al*. What behavioral engineering is. *The Psychological Record*, 1968, *18*, 425-434.

Hughes, D. An experimental investigation of the effects of pupil responding and teacher reacting on pupil achievement. *American Educational Research Journal*, 1973, *10*, 21-37.

Hively, W. Implications for the classroom of B.F. Skinner's analysis of behavior. *Howard Educational Review*, 1959, *29*, 37-42

Humes, C. W. The secondary school counselor and learning difficulties. *The School Counselor*, 1973, *21*, 210-215.

Intensive synergy: a précis of key inputs at the First Critical Practicum on advanced techniques in the management and remediation of learning disabilities and associated behavioral disorders. *Journal of Learning Disabilities*, 1971, *4*, 209.

Jenkins, J. R. *et al*. Comparing small group and tutorial instruction in resource rooms. *Exceptional Children*, 1974, *40*, 245-250.

Jenkins, J. R. Comparing small group and tutorial instruction in resource rooms. *Exceptional Children*, 1974, *40*, 245-251.

Johnson, D. L. Does perceptual training improve reading? another view. *Academic Therapy*, 1974, *10*, 65-68.

Junkala, J. Task analysis and instructional alternatives. *Academic Therapy*, 1972, *8*, 33-40.

Kazdin, A. E. & Bootzin, R. R. The token economy: an evoluative review. *Journal of Applied Behavior Analysis*, 1972, *5*, 343-372.

Kelly, E. J. Parental roles in special educational programing - a brief for involvement. *Journal of Special Education*, 1973, *7*, 357-364.

Keogh, Barbara, K. Optometric vision training programs for children with learning disabilities: Review of issues and research. *Journal of Learning Disabilities*, 1974, *7*, 219-231.

Keogh, Barbara, *et al*. Programs for EH and EMR pupils: review and recommendations (part 1). *Academic Therapy*, 1973, *9*, 187-198.

Keogh, Barbara K. *et al*. Programs for EH and EMR pupils: review and recommendations. Part II. *Academic Therapy*, 1974, *9*, 325-333.

Khachadoorian, V. J. Initiating a multi-team approach for students with special needs. *Phi Delta Kappan*, 1974, *55*, 545.

Khak, F. M. & Akbarova, N. A. The relationship between proactive and retroactive inhibition in the short-term memory of patients with local brain lesions. *Soviet Psychology*, 1971, *10*, 208-222.

Kiphard, E. J. Behavioral integration of problem children through remedial physical education. *Journal of Health, Physical Education, Recreation*, 1970, *41*, (4) 45-47.

Klosterman, Dale & Frankel, Judith. Tutoring effectively. *Academic Therapy*, 1975, *11*, 07-110.

Koven, Jacqueline & LeBow, M. Teaching parents to remediate the academic problems of their children. *The Journal of Experimental Education*, 1973, *41*, #4, 64-73.

Krippner, S. *et al*. A study of "hyperkinetic" children receiving stimulant drugs. *Academic Therapy*, 1973, *8*, 261-269.

Kubany, E. S. & Sloggett, Barbara. The role of motivation in test performance and remediation. *Journal of Learning Disabilities*, 1971, *4*, 426-429.

Kubany, E. S., *et al*. The good behavior clock: a reinforcement/time-out procedure for reducing disruptive classroom behavior. *Journal of Behavior Therapy & Experimental Psychiatry*, 1971, *2*, 173-179.

LaCoursiere-Paige, Francoise. Development of right-left concept in children. *Perceptual and Motor Skills*, 1974, *38*, 111-117.

Ladd, E. T. Pills for classroom peace? Saturday Review, 1970, November 21, 66-68 and 81-83.

Landreth, G. L. et al. A team approach to disabilities. Journal of Learning Disabilities, 1969, 2, 24-29.

Landrum, J. W. & Martin, M. D. When students teach others. One-to one project, Los Angeles Co. Schools. Educational Leadership, 1970, 27, 446-448.

Lazer, A. & Lazer Patricia. Profile development for educational remedication. Academic Therapy, 1973, 9, 175-181.

Leichter, Hope J. Some perspectives on the family as educator. Teachers College Record, 1974, 76, 175-217.

Lettick, Amy. On structuring a lesson. Journal of Learning disabilities, 1973, 6, 15-20.

Levine, M. et al. Student teachers as tutors for children in an inner city school Child Psychiatry and Human Development, 1970, 1, 50-56.

Leviton, H. & Kiraly, J. Summer compensatory education: effects on learning disabled children. Exceptional Children, 1975, 42, 48-50.

Lewin, Evelyn. Communication between classroom teachers and learning disability teachers. Academic Therapy, 1971, 6, 253-256.

Lewis, A. L. A resource room program for LD pupils. Academic Therapy, 1974, 10, 93-100.

Linde, T. Techniques for establishing motivation through operant conditioning. American Journal of Mental Deficiency, 1962, 67, 437-440.

Livi, Aurelia. Treatment of a disorder of perception and concept formation in a case of school failure. Journal of Consulting Psychology, 1965, 29, 289-295.

Long, A. & Looft, W. Development of directionality in children: ages six through twelve. Developmental Psychology, 1972, 6, 375-380.

Losak, J. Do remedial programs really work? Personnel and Guidance Journal, 1972, 50, 383-386.

Lovitt, T. C. Behavior modification: the current scene. Exceptional Children, 1970, 37, 85-91

Lovitt, T. C. Operant conditiong techniques for children with learning disabilities. Journal of Special Education, 1968, 2, 283-289.

MacMillan, D. L., *et al*. The role of punishment in the classroom. *Exceptional Children*, 1973, *40*, 85-96.

Madsen, C. H. *et al*. Rule, praise, and ignoring: elements of elementary classroom control. *Journal of Applied Behavior Analysis*, 1968, *1*, 139-150.

Marcus, I. M. The influence of teacher-child interaction on the learning process. *Journal of the American Academy of Child Psychiatry*, 1971, *10*, 481-500.

Martin, D. P. Teaching reading in a community college - a remedial activity. *Journal of Reading*, 1971, *14*, 369-376.

Martin, G. L. & Powers, R. B. Attention span: an operant conditioning analysis. *Exceptional Children*, 1967, *33*, 565-570.

Mawhinney, V.T. *et al*. A comparison of students studying-behavior produced by daily, weekly and three-week testing schedules. *Journal of Applied Behavior Analysis*, 1971, *4*, 257-264.

Maxwell, Martha. The role of attitudes and emotions in changing reading and study skills behavior of college students. *Journal of Reading*, 1971, *14*, 359-364.

Mayhall, W. F. *et al*. Supervision and site of instruction as factors in tutorial programs. *Exceptional Children*, 1975, *42*, 170-172.

McBride, R. Psychochemicals and the minimal brain dysfunction child. *Academic Therapy*, 1973, *8*, 303-315.

McKenzie, H. S. *et al*. Behavior modification of children with learning disabilities using grades as tokens and allowances as back up reinforcers. *Exceptional Children*, 1968, *34*, 745-752.

Meeker, Mary. Creative experiences for the educationally and neurologically handicapped who are gifted. *Gifted Child Quarterly*, 1967, *11* (3), 160-164.

Meichenbaum, D. H. & Goodman, J. Training impulsive children to talk. to themselves: a means of developing self-control. *Journal of Abnormal Psychology*, 1971, *77*, 115-120.

Millicahmp, J. G. Drugs in the management of hyperactive and perceptually handicapped children. *Journal of the American Medical Association* 1968, *206*, 1527-1530.

O'Leary, K. D. & Drabman, R. Token reinforcement programs in the classroom: a review. *Psychological Bulletin*, 1971, *75*, 379-398.

O'Leary, K. D. *et al*. Modification of a deviant sibling interaction pattern in the home. *Behavior Research & Therapy*, 1967, *5*, 113-120.

Patterson, G. R. et al. A behavior modification technique for the hyperactive child. Behavior Research and Therapy, 1965, 2, 217-226.

Pope, Lillie, et al. A puppetry workshop in a learning disabilities clinic. Academic Therapy, 1974, 9, 457-464

Nall, Angie. Alpha training and the hyperkinetic child - - is it effective? Academic Therapy, 1973, 9, 5-19.

Neifert, J. T. & Gayton, W. F. Parents and the home program approach in the remediation of learning disabilities. Journal of Learning Disabilities, 1973, 6, 85-89.

Nott, R. Student tutoring program at Sherwood. American Secondary Education, 1972, 2, #3, 26-27.

Oettinger, L. Learning disorders, hyperkinesis and the use of drugs in children. Rehabilitation Literature, 1971, 32, 162-166.

Page, J. G., et al. Pemoline (Cylert) in the treatment of childood hyperkinesis. Journal of Learning Disabilities, 1974, 7, 498-503.

Page, W. R. A tutoring program at the junior high level. Canadian Association for Children with Learning Disabilities, 1968, July, 1-10.

Paine, Carolyn A. Teacher aid from grade to grade. Learning 1974, 3 #1, 74-75.

Palmatier, R. A. Comparison of four note-taking procedures. Journal of Reading, 1971, 14, 235-240.

Palmatier, R. A. A note taking system for learning. Journal of Reading, 1973, 17, 36-39.

Palmatier, R. A. & Bennett, J. M. Notetaking habits of college students. Journal of Reading, 1974, 18, 215-218.

Palmieri, Jean. Learning problems in children in the open concept classroom. Academic Therapy, 1973, 9, 91-97.

Paraprofessionals speak out: what its all about. The Personnel and Guidance Journal, 1974, 53, 324-334.

Pellegrino, J. Parent participation. Education Canada, 1973, 13 #1, 4-9.

Pellegrini, R. & Hicks, R. Prophecy effects and tutorial instruction for the disadvantaged child. American Educational Research Journal 1972, 9, 413-419.

Pisarchick, Sally Project support: Teens turn paraprofessional. Teaching Exceptional Children, 1972, 4, 66-70.

Plumleigh, G. Managing independant learning. Phi Delta Kappan, 1974, 56, 210-211.

Premack, D. Toward empirical behavior laws. I: positive reinforcement. Psychological Review, 1959, 66, 219-233.

Rappaport, Sheldon R & McNary, Shirley, R. Teaching effectiveness for children with learning disorders. Journal of Learning Disabilities, 1970, 3, 75-85.

Reading Research Foundation. Perceptual-motor training and cognitive achievement: A survey of the literature. Journal of Learning Disabilities, 1970, 3, 40-49.

Robin, S. S. & Bosco. J. J. Ritalin for school children: the teacher's perspective. Journal of School Health, 1973, 43, 424-428.

Rose, Helen S. Helping perceptually handicapped children. Children Today, 1974, 3, #1, 7-9.

Rosenfeld, G. W. Some effects of reinforcement on achievement and behavior in a regular classroom. Journal of Educational Psychology, 1972, 63, 189-193.

Sabatino, D. A. & Hayden, D. L. Prescriptive teaching in a summer learning disabilities program. Journal of Learning Disabilities, 1970, 3, 220-227.

Sabatino, D. A. Resource rooms: the renaissance in special education. Journal of Special Education, 1972, 6, 335-347.

Sams, Annelia. Conformity and peer groups in remedial nine-year old children. The Journal of Genetic Psychology, 1974, 124, 145-150.

Schaefer, Florence et al. Project "Me": A new approach to media in the education of learning disabled children. Journal of Learning Disabilities, 1974, 7, 76-86.

Seggel, Ruth C. Improving perception through the haptic process. Academic Therapy, 1974, 9, 419-431.

Serwer, Blanche, & Shapiro, B. J. The comparative effectiveness of four methods of instruction on the achievement of children with specific learning disabilities. Journal of Special Education, 1973, 7, 241-249.

Shores, R. E. & Haubrich, P. A. Effect of cubicles in educating emotionally disturbed children. Exceptional Children, 1969, 36, 21-26.

Silberberg, N. E. & Silberberg, Margaret C. Myths in remedial education. Journal of Learning Disabilities, 1969, 2, 34-42.

Silberberg, N. E & Silberberg, Margaret C. Myths in remedial education. Journal of Learning Disabilities, 1969, 2, 209-217.

Simon, J. & Feather, N. Causal attributions for success and failure at university examinations. Journal of Educational Psychology, 1973, 64, 46-56.

Simpson, D. D. & Nelson, A. E. Attention training through breathing control to modify hyperactivity. Journal of Learning Disabilities, 1974, 7, 274-283.

Sommervill, J. W. et al. Effects of cubicles versus increased stimulation on task performance by first-grade males perceived as distractible and nondistractible. Journal of Special Education, 1973, 7, 169-185.

Strom, R. The parent as a teacher. Education, 1974, 95 #1, 40-43.

Strong, Catherine. et al. Use of medication versus reinforcement to modify a classroom behavior disorder. Journal of Learning Disabilities, 1974, 7, 214-218.

Tallmadge, G. K. & Shearer, J. W. Interactive and relationships among learner characteristics, types of learning, instructional methods, and subject matter variables. Journal of Educational Psychology, 1971, 62, 31-38.

Taylor, J. L. Remedial education of children in foster care. Child Welfare, 1973, 52, 123-128.

Tonra, R. M. Learning options: will students use them? Journal of Learning Disabilities, 1974, 7, 284-286.

Vogel, A. Integration of nine severe learning disabled children in a junior high school core program. Academic Therapy, 1973, 9, 99-104.

Volkmor, Cara B & Langstaff Anne L. Developing visual perception abilities. Teaching Exceptional Children, 1971, 2, 29-33.

Wadsworth, H. G. A motivational approach toward the remediation of learning disabled boys. Exceptional Children, 1971, 37, 33-42.

Walker, R. N. & Streff, J. A perceptual program for classroom teachers: some results. Genetic Psychology Monographs, 1973, 87, 253-288.

Ward, J. Behavior modification methods in the elementary classroom. The B.C. Teacher, 1971. 51, 106-109.

Wein, N. The education of disadvantaged children: an international comparison. Educational Research, 1971, 13, 12-19.

Whelan, R. J. & Haring, N. G. Modification and maintenance of behavior through systematic application of consequences. Exceptional Children, 1966, 32, 281-289.

Whitehill, R. The development of effective learning skills programs. The Journal of Educational Research, 1972, 65, 281-285.

Willis, J. & Crowder, J. Does tutoring enhance the tutor's academic learning? Psychology in the Schools, 1974, 11, 68-70.

Wills, I. H. & Banas, Norma. Prescriptive teaching from WISC patterns. *Academic Therapy*, 1971, *7*, 79-84.

Wittmaier, B. Test anxiety and study habits. *The Journal of Educational Research*, 1972, *65*, 352-354.

Wunderlich, R. C. Resolute guidance for the learning-disabled child. *Academic Therapy*, 1972, *7*, 393-399.

Yussen, S. R. The effects of verbal and visual highlighting of dimensions on discrimination learning by preschoolers and second graders. *Child Development*, 1972, *43*, 921-929.

Zeilberger J., *et al*. Modification of a child's problem behaviors in the home with the mother as therapist. *Journal of Applied Behavior Analysis*, 1968, *1*, 47-53.

Zimmerman, E. H. *et al*. The alteration of behavior in a special classroom situation. *Journal of the Experimental Analysis of Behavior*, 1962, *5*, 59-60.

Section III - Remedial Methods

(b) Reading

(i) Books

Arena, J. (ed.) Building spelling skills in dyslexic children. San Rafael, Cal: Academic Therapy Publications, 1968.

Ashlock, P. Teaching reading to individuals with learning difficulties. Springfield, Ill: Charles C. Thomas, 1966.

Ashlock, P. R. & Grant, Marie. Educational therapy materials from the Ashlock Learning Centre. C. C. Thomas, 1972.

Bakker, D. J. & Satz, P. Specific reading disability: advances in theory and method. Rotterdam, Holland: Rotterdam University Press, 1970.

Birch, J. W. Retrieving the retarded reader, with special emphasis on remedial teaching of vocabulary. Blooimgton, Ill: Public School Public Publishers, 1955.

Bond, A. & Tinker M. A. Reading difficulties: their diagnosis and correction. 3rd ed. Appleton-Century-Crofts, 1973.

Brook, Otto W. & McMenemy, R. Corrective and remedial teaching: principles and practices. Houghton Mifflin, 1966.

Brownman, Sharon. The use of the newspaper in the classroom. M.A. Thesis, McGill University, 1973.

Bullock, A. (report chairman) A language for life. (Report of the committee of inquiry appointed by the Secretary of State for Education & Sciences.) London, England: Her Majesties Stationery Office, 1975.

Burmeister, L. E. Reading strategies for secondary school teachers. Addison-Wesley, 1974.

Cangemi, S. 50 tactile and visual perception games for under $10.00: a guide to reading readiness games for pre-school teachers, HEADSTART Teachers and first grade teachers. Corvallis, Oregon: Continuing Education Press, 1972.

Chaney, Clara M. & Miles, Nancy, R. Remediating learning problems: a developmental curriculum. Columbus, Ohio: C. E. Merrill, 1974.

Claborough, Michelle. A structured approach to teaching organizational skills and effective attitude change (in reading). M. Ed. Thesis, McGill University, 1975.

Cohn, Stella M. Teaching the retarded reader; a guide for parents, reading specialists and supervisors. New York: Odyssey Press, 1966.

Collins, J. E. The effects of remedial education. Edinburgh, Scotland: Oliver and Boyd, 1961.

Cooper, W. H. Common denominations of reading instruction. College Reading Association: Proceedings, Ed. Clay A Ketcham Fall, 1968.

Crosby, R. M. The waysiders; a new approach to reading and the dyslexic reader. New York: Delacourt Press, 1968.

Dechant, E. V. (ed.) Detection and correction of reading difficulties: readings with commentary. Appleton-Century, 1971.

Delacato, C. H. The diagnosis and treatment of speech and reading problems. Springfield, Ill: C. C. Thomas, 1963.

Delacato, C. H. Neurological organization and reading. Springfield, Ill: Charles C. Thomas, 1966.

Dorsey, M. E. Reading games and activities: a handbook for learning experiences. Fearon, 1973.

Durr, W. K. (ed.) Reading difficulties: diagnosis, correction and remediation. I.R. A. 1970.

Edgington, Ruth. Helping children with reading disabilities. Chicago, Ill: Developmental Learning Materials, 1968.

Ekwall, E. E. Locating and correcting reading difficulties. Merrill 1970.

Engelmann, S. et al. Corrective reading programme: teachers Management and skills manual. Eugene, Oregon, E.B. Press, 1973.

Erickson, R. R. & Erickson, E.L. How to diagnose and correct your child's reading problem. Holmes Beach, Fla: Teaching & Learning Pub. 1975.

Fernold, Grace M. Remedial techniques in basic school subjects. McGraw Hill, 1943.

Fowler, F. Reading games for middle and upper grades. Mss. Info. 1975.

Franklin, A. W. et al. Assessment and teaching dsylexic children. London, England: Invalid Children Aid Assoc., 1970.

Fry, E. B. Reading drills. Jamestown Publishers, 1975.

Fry, E. B. Reading instruction in classroom and clinic. McGraw-Hill, 1972.

Gilliland, C. H. *Materials for reading and their use*. Billings, Montana: Montana Reading Publications, 1972.

Gillingham, Anna, Stillman, Bessie W. *Remedial training for children with specific disability in reading, spelling and penmanship*. 7th ed. Cambridge, Mass: Educator's Pub. Service, 1966.

Goldsweig, B. *Sprint, Scope speed reading skills I* New York: Scholastic Book Services, 1970.

Goodman, G. *Companionship therapy*. San Francisco, Calif: Jossey-Bass, 1972.

Guszak, F. J. *Diagnostic reading instructions in the elementary school*. Harper Row, 1972.

Harris, A. V. *How to increase reading ability*. David McKay, 1970.

Harris, L. A. & Smith, C. B. *Reading instruction through diagnostic teaching*. New York: Holt, Rinehart, 1972.

Hegge, T. G. et al. *Remedial reading drills*. Ann Arbor: WAHR Press 1940.

Homme, L. E. *Demonstration of the use of self-instructional and other teaching techniques for remedial instruction of low-achieving adolescents in reading and mathematics: final report*. Alburquerque, N.M: T.M.I. Institute, 1965.

Hull, Marian, A. *Phonics for the teacher of reading: programmed for self-instruction*. Columbus, Ohio: Merrill, 1969.

Jackson, M. S. *Reading disability: experiment innovation and individual therapy*. Sidney, Australia: Angus & Robertson, 1972.

Jackson, S. *Get reading right: a handbook for remedial teachers*. Glasgow, U.K: Gibson, 1971.

Johnson, S. *Helping your child with reading*. Cambridge University Press, 1972.

Love, H. D. *Parents diagnose and correct reading problems; for parents of children with reading disabilities*. Springfield, Ill: C. C. Thomas, 1970.

MacKay, J. J. *et al*. Breakthrough to literacy in the remedial situation. In J. Reid (ed.) *Reading: problems and practices*. London, U.K: Ward, Lock, 1972.

Miles, T. R. *On helping the dyslexic child*. Methuen Press, 1970.

Miller, Wilma H. *Diagnosis and correction of reading difficulties in secondary school students*. New York, New York Centre for Applied Research in Education, 1973.

Money, J. The disabled read: education of the dyslexic child. Baltimore, Maryland: John Hopkins Press, 1966.

Newman, H. Reading disabilities: selections on identification and treatment. Indianapolis, Ind. Odyssey Press, 1969.

Olson, A. V. & Ames, W. S. Teaching reading skills in secondary schools. Intext, 1974.

Otto, W. & Koenke, K. (ed.) Remedial teaching; research and comment Houghton Mifflin, 1969.

Resource aid of selected materials for remediation of learning disorders. Boston University New England Mateials Instruction Centre, 1971 (E.D.R.S. #E.D. 052580)

Robinson, A. H. (ed) Meeting individual differences in reading. University of Chicago Press (Supplementary Educational Monograph) 196. (Dec. No. 94)

Roswell, Florence G & Matchez, Gladys. Reading disability: diagnosis and treatment. Basic Books, 1971.

Ruchlis, H. Guidelines to education of nonreaders. Brooklyn, New York: Book Lab, 1973.

Ruddell, R. B. Reading language instruction: innovative practices. Prentice Hall, 1974.

Russell, D. et al. Reading aids through the grades: a guide to materials and 400 activities for individualizing reading instruction. Teachers' College, 1975.

Satz P. & Ross, J. J. The disabled learner: early detection and intervention. Rotterdam, Holland: Rotterdam University Press, 1973.

Schell, L. M. & Burns, P. C. Remedial reading: classroom and clinic. Boston: Allyn & Bacon, 1972.

Schwartz, Geraldine J. Tricks of the trade: a tutoring program for adolescents with reading disabilities. Montreal: The author (McGill University), 1974.

Smith, Nila B. Reading methods and teaching improvement. International Reading Association, 1971.

Solan, H. A. The psychology of learning and reading difficulties. Simon and Schuster, 1973.

Spache, G. E. Good reading for poor readers. Champaign, Ill: Garrard Press, 1974.

Spalding, Romalda B & Spalding W. T. The writing road to reading William Moro, 1969.

Strang, Ruth. Reading diagnosis and remediation. International Reading Association, 1968.

Tansley, A. E. Reading and remedial reading. Routledge,1967.

Thomas, Ellen L. & Robinson, H. A. Improving reading in every class. Allyn & Bacon, 1972.

Valett, R. E. Prescriptions for learning; a parents guide to remedial home training. Fearon Press, 1970.

Valett, R. E. The remediation of learning difficulties; a handbook for psycho-educational resource programmes. Fearon Press, 1967.

Warnock, D. Improving reading techniques in and through technical-vocational education. M. Ed. Thesis, McGill University, 1973.

Webster, J. W. A. Reading failure, with particular reference to rescue reading. London: Ginn, 1971.

Wilson, R. M. Diagnostic and remedial reading for classroom and clinic. Columbus, Ohio: Merrill, 1973.

Wilson, R. M. & Geyer, J. Readings for diagnostic and remedial reading. Merrill, 1972.

Zweig, R. L. & Bruno, Muriel E. Remedial reading programme - teacher's instructional manual. Los Angeles, Cal: Califone-Division of Rheem Manufacturing, 1970.

Section III - Remedial Methods

(b) Reading

(ii) Periodicals

Aaronson, Shirley. Notetaking improvement: A combined auditory, functional and psychological approach. Journal of Reading, 1975, 19, 8-12.

Abrams, J. C. & Belmont, H. S. Different approaches to the remediation of severe reading disability in children. Journal of Learning Disabilities, 1969, 2, 136-141.

Alexander, Clara F. Strategies for finding the main idea. Journal of Reading, 1976, 19, 299-301.

Anderson, W. F. & Stern, D. The relative effects of the Frostig program, corrective reading instruction, and attention upon the reading skills of corrective readers with visual perceptive difficulties. Journal of School Psychology, 1972, 10, 387-395.

Atkinson, R. C. Teaching children to read using a computer. American Psychologist, 1974, 29, 169-178.

Bachner, S. Teaching reading and literature to the disadvantaged: Part I - a definition. Journal of Reading, 1973, 17, 512-516.

Bachner, S. Teaching reading and literature to the disadvantaged: Part II - theory: the curriculum. Journal of Reading, 1974, 18, 50-55.

Bachner, S. Teaching reading and literature to the disadvantaged: Part III - practice: the teacher. Journal of Reading, 1974, 18, 136-139.

Bachner, S. Reaching reading and literature to the disadvantaged: Part IV - methods. Journal of Reading, 1974, 18, 238-240.

Badger, Gertrude. Ten timely tips to help the secondary reluctant reader. American Secondary Education, 1972, 2 #2, 38-39.

Bannatyne, A. Diagnostic and remedial techniques for use with dyslexic children. Academic Therapy Quarterly, 1968, 3, 213-223.

Barnard, D. P. & Hetzel, R. W. The principal's role in reading instruction. The Reading Teacher, 1976, 29, 386-388.

Beaver, J. C. Transformational grammar and the teaching of reading. *Research in the Teaching of Reading*, 1968, *2*, 161-171.

Belmont, I & Birch, H. G. The effect of supplemental intervention on children with low reading-readiness scores. *The Journal of Special Education*, 1974, *8*, 81-89.

Berry, Mary *et al*. Average and superior readers in lab school. *The Reading Teacher*, 1971, *25*, 271-275.

Bijou, S. W. *et al*. Programmed instruction as an approach to teaching of reading, writing and arithmetic to retarded children. *Psychological Record*, 1966, *16*, 505-522.

Black, F. W. Reversal and rotation errors by normal and retarded readers. *Perceptual and Motor Skills*, 1973, *36*, 875-898.

Blake, K. A., *et al*. Learning of basal reading skills by mentally handicapped and non-mentally handicapped children. *Journal of Research and Development in Education*, 1969, *2*, 3-120.

Bloom, R. D. Learning to read: an operant perspective. *Reading Research Quarterly*, 1973,*8*, 147-166.

Bragstad, M. Bernice. Teaching students how to learn. *Journal of Reading*, 1975, *19*, 226-230.

Brown, G. W. How correctable is reading failure? *Rehabilitation Literature*, 1972, *33*, 358-361.

Brown, R. I. A remedial reading program for the adolescent illiterate. *Journal of Special Education*, 1967, *1*, 409-417.

Brown, R. I. Some assessment and remedial reading procedures for children and adolescents. *Remedial Education*, 1968, *3*, 40-44.

Bryant, N. D. Characteristics of dyslexia and their remedial implications. *Exceptional Children*, 1964, *31*, 195-197.

Burmeister, L. E. A chart for the new Spache formula. *The Reading Teacher*, 1976, *29*, 384-385.

Burmeister, L. E. Selected word analysis generalizations for a group approach to corrective reading in the secondary school. *Reading Research Quarterly*, 1968, *4*, 71-95.

Cameron, J. L. *et al*. Remedial reading: a psychoanalytical and operant approach. *British Journal of Medical Psychology*, 1972, *45*, 273-278.

Cameron-Jones, Margot. *et al*. Styles of teaching reading. *Reading*, 1972, *6*, #2, 14-20.

Camp, Bonnie W. & Zimet, Sara G. Classroom behavior during reading instruction. Exceptional Children, 1975, 42, 109-111.

Campbell, Connie. Helping the less able high school student to read literature. Query, 1973, 4, #2, 7-8.

Caplin, M. D. To improve reading. Illinois Schools Journal, 1971, 51, 152-155.

Aashdan, Asher. et al. Children receiving remedial teaching in reading. Educational Research, 1971, 13, 98-105.

Castallo, R. Listening guide - a first step toward notetaking and listening skills. Journal of Reading, 1976, 19, 289-290.

Clymer, T. Using beginning reading materials to individualize instruction. Indiana School of Education Bulletin, 1972, 48, #1, 2-12.

Cohen, S. A. Cause versus treatment in reaching achievement. Journal of Learning Disabilities, 1970, 3, 163-166.

Cohn, Maxine. Pairing of remedial students. Journal of Reading, 1970, 14, 109-112.

Coulson, N. & Howells, R. Parental involvement in children's reading. Reading, 1975, 9, #3, 9-13.

Criscuold, N. P. Reaching unreachable parents. Journal of Reading, 1973, 17, 285-287.

Cronin, B. A new technique using braille to teach print reading to dyslexic children. The New Outlook for the Blind, 1972, 66, 71-74.

Cunningham, Patricia M. Transferring comprehension from listening to reading. The Reading Teacher, 1975, 29, 169-172.

Di Vesta, F. & Gray, Susan. Listening and notetaking. Journal of Educational Psychology, 1972, 63, 8-14.

Di Vesta, F & Gray, Susan. Listening and notetaking: II Immediate and delayed recall as functions of variations in thermatic continuity, note taking and length of listening-review intervals. Journal of Educational Psychology, 1973, 64, 278-287.

Devan, S. et al. Priming - a method to equalize differences between high and low achievement students. Journal of Reading, 1975, 19, 143-146.

Dreyer, H. B. Rx for pupil tutoring programs. The Reading Teacher, 1973, 26, 810-813.

Duff, R. Eleanor. Use of primary level tutors as an instructional source. Reading Improvement, 1974, 11, #3, 39-44.

Ellson, D. G. *et al*. Programmed tutoring: a teaching aid and a research tool. *Reading Research Quarterly*, 1965, *1*, 77-127.

Enstrom, E. A. & Enstrom, Doris. Reading help for lefties. *The Reading Teacher*, 1971, *25*, 41-44.

Fairman, Ivey & Lyon, Edith. Tackling the cumulative handicap. *Reading*, 1973, *7*, #3, 31-36.

Flight, D. A review of modular preparation for teaching reading. *Journal of Reading*, 1974, *18*, 153-160.

Frankel, Jill C. Learning centres for reading in Junior High. *Journal of Reading*, 1975, *19*, 243-246.

Freeman, M. Recipe for teaching the 'unteachables' to read. *Indiana School of Education Bulletin*, 1972, *48*, #1, 65-74.

Freshour, F. W. Beginning reading: parents can help. *The Reading Teacher*, 1972, 25, 513-516.

Friedman, M. & Greitzer, F. Organization and study time in learning from reading. *Journal of Educational Psychology*, 1972, *63*, 609-616.

Gormly, J. & Nittoli, M. Rapid improvement of reading skills in juvenile delinquents. *The Journal of Experimental Education*, 1971, *40*, #2, 45-58.

Griffiths, Anita N. Self-concept in remedial work with dyslexic children. *Academic Therapy*, 1971, *6*, 125-133.

Griffiths, Anita *et al*. Leave dyslexics in the classroom. *Academic Therapy*, 1972, *8*, 57-65.

Guinagh, B. J. & Jester, R. E. How parents read to children. *Theory into Practice*, 1972, *11*, 171-177.

Hamblin, June & Hamblin, R. On teaching disadvantaged preschoolers to read: a successful experiment. *American Educational Research Journal*, 1972, *9*, 209-216.

Harker, W. J. Reading skill development in secondary content areas. *Reading Improvement*, 1972, *9*, 85-86.

Haring, N. G. & Hauck, M. A. Improved learning conditions in the establishment of reading skills with disabled readers. *Exceptional Children*, 1969, *35*, 341-352.

Hays, Billie & Pereira, Esther. Effect of visual memory training on reading ability of kindergarten and first grade children. *The Journal of Experimental Education*, 1972, *41*, #1, 33-38.

Hislop, Margaret & King, Ethel. Application of phonic generalizations by beginning readers. The Journal of Educational Research, 1973, 66, 405-412.

Hovious, Marilyn. Motivating junior high readers. Journal of Reading, 1973, 17, 373-375.

Hudson, Jean A. & Leatherbarrow, B. J. Problems of less able readers in mixed ability classes. Reading, 1975, 9, #3, 2-8.

Humphrey, J. H. Teaching reading through creative movement. Academic Therapy, 1974, 9, 321-323.

Humphrey, J. W. Remedial programs: can they be justified. Journal of Reading, 1971, 15, 50-53.

Idstein, P. & Jenkins, J. Underlining versus repetitive reading. The Journal of Educational Research, 1972, 65, 321-323.

Jeffers, Pearl. Guidelines for Junior High reading programs. Journal of Reading, 1972, 15, 264-266.

Johnson, D. L. Does perceptual training improve reading? Another view. Academic Therapy, 1974, 10, 65-68.

Johnson, Doris J. Treatment approaches to dyslexia. IRA Conference Proceedings, 1969, 13, 95-102.

Keong, C. K. Language and learning to read Part II: Strategies in learning to read English and Chinese. Query, 1973, 4 (#2), 4-6.

Kravitz, M. Self teaching in a reading lab, for a special vocational school "A remedial and developmental reading programme" Special Education in Canada, 1972, 46, #2, 17-26.

Krippner, S. On research in visual training and reading disability. Journal of Learning Difficulties, 1971, 4, 65-76.

Lahey, B. B. et al. The behavior analysis approach to reading: phonics discriminations. Journal of Reading Behavior, 1973, 5, #3, 200-206.

Lahey, B. B. et al. Modification of deficits in reading for comprehension. Journal of Applied Behavior Analysis, 1973, 6, 475-480.

Lampard, D. M. Basic steps in remedial teaching. Educational Review, 1950, 2, #3, 198-206.

Lane, Alaine. Severe reading disability and the initial teaching alphabet. Journal of Learning Disabilities, 1974, 7, 479-483.

Lane, P. R. Educational therapy for adolescent nonreaders. Academic Therapy, 1971, 6, 155-159.

Lane, Patricia & Miller, Margery. Listening: learning for underachieving adolescents. *Journal of Reading*, 1972, *15*, 488-491.

Langford, K. & Johnson, T. D. Behavior modification and beginning reading. *Academic Therapy*, 1974, *10*, 53-63.

Langford, K. *et al*. An examination of impress techniques in remedial reading. *Academic Therapy*, 1974, *9*, 309-319.

Larocque, Geraldine. Reading skills for advanced students: by osmosis or by instruction? *Reading improvement*, 1973, *10*, #3, 26-29.

Lawrita, R. Rehearsal: a technique for improving reading comprehension. *Academic Therapy*, 1972, *8*, 103-111.

Larence, D. Counselling of retarded readers by non-professionals. *Educational Research*, 1972, *15*, 48-51.

Lawrence, D. The effects of counselling on retarded readers. *Educational Research*, 1971, *13*, 119-124.

Lopardo, Genevieve S. Lea-cloze reading material for the disabled reader. *The Reading Teacher*, 1975, *29*, 42-44.

Mangieri, J. An all-school attack on secondary reading. *American Secondary Education*, 1972, *3*, #1, 24-25.

Maxwell, Madeline. Teaching reading as a problem solving activity. *American Annals of the Deaf*, 1974, *119*, 721-723.

McCollum, P. S. & Anderson, R. P. Group counseling with reading disabled children. *Journal of Counseling Psychology*, 1974, *21*, 150-155.

McConkie, G. *et al*. Experimental manipulation of reading strategies. *Journal of Experimental Psychology*, 1973, *65*, 1-8.

McDonald, T. F. An all school secondary reading program. *Journal of Reading*, 1971, *14*, 553-558.

McDowell, E. E. & Youth, R. A. Effects of discrimination pretraining upon intralist similarity phenomenon in developing beginning reading skills. *Perceptual and Motor Skills*, 1973, *36*, 1039-1045.

McGuigan, F. J. *et al*. The effect of remedial reading an covert oral behavior. *Journal of Clinical Psychology*, 1971, *27*, 541-543.

McWhorter, Kathleen & Levy, Jean. The influence of a tutorial program upon tutors. *Journal of Reading*, 1971, *14*, 221-224.

Melaragno, R. J. Beyond decoding: systematic schoolwide tutoring in reading. *The Reading Teacher*, 1974, *28*, 157-160.

Mello, Elaine, B. Success: "it don't take nothin'" or does it? *The Reading Teacher*, 1975, *29*, 260-261.

Meyer, Jean. Reading improvement for urban-area adults. *Journal of Reading*, 1970, *14*, 183-186.

Miller, W. & Porter, J. "Read it. Say it fast!" The use of Distar instructional systems with visually impaired children. *Education of the Visually Handicapped*, 1973, *5*, 1-8.

Minskoff, E. H. Remediating auditory-verbal learning disabilities: The role of questions in teacher-pupil interaction. *Journal of Learning Disabilities*, 1974, *7*, 406-413.

Moran, P. J. Commonsense guidelines for tutoring. *Journal of Reading*, 1976, *19*, 370-372.

Morrison, D. W. The effects of anxiety and verbal motivational approaches on the reading performance of children. *Reading Improvement*, 1974, *11*, #2, 26-31.

Moseley, D. V. Diagnosis and panacea? An appraisal of some diaghostic tests for backward readers. *Remedial Education*, 1967, *2*, 101-108.

Murphy, J. Learning by listening: a public school approach to learning disabilities. *Academic Theraphy*, 1972, *8*, 167-189.

Newman, D. Perceptual versus phonics training. *Academic Therapy*, 1972, *8*, 15-20.

Noland, R. G. & Craft, Lynda H. Methods to motivate the reluctant reader. *Journal of Reading*, 1976, *19*, 387-391.

O'Bruba, W. S. Basic principles for teaching remedial reading in the classroom. *Reading Improvement*, 1974, *11*, #3, 9-10.

O'Bruba, W. S. Kinesthetic activities for primary children with reading difficulties. *Reading Improvement*, 1974, *11*, #1, 17-18.

Peck, R. E. & Brinkley, R. College reading services for the marginal entrant. *Journal of Reading*, 1970, *14*, 19-22.

Peters, N. & Peters, Juanita. Better reading materials for the content areas. *The Volta Review*, 1973, *75*, 375-387.

Peterson, Candida. Self-selection of vocabulary in reading instruction. *The Journal of Educational Research*, 1974, *67*, 253-254.

Pitcher-Baker, Georgia. Does perceptual training improve reading? *Academic Therapy*, 1973, *9*, 41-45.

Raim, Joan. Rolling out the welcome mat to tutors. *The Reading Teacher*, 1973, *26*, 696-701.

Reed, J. C. *et al*. Teaching reading to brain-damaged children: A review. *Reading Research Quarterly*, 1970, 5, 379-401.

Rider, S. G. & Martinez, G. Title 1 and remedial reading for disadvantaged students. California Journal of Educational Research, 1969, 20, 31-39.

Ritter, Joyce. University study skills program. Journal of Reading, 1971, 14, 377-380.

Robinson, R. A. Reading skills and the tape recorder. Reading, 1974, 8, #3, 28-35.

Roe, Betty. Teacher prepared material for slow readers. Journal of Reading, 1972, 15, 277-279.

Rossman, Jean. Remedial readers: did parents read to them at home? Journal of Reading, 1973, 17, 622-625.

Rude, R. T. Objective-based reading systems: an evaluation. The Reading Teacher, 1974, 28, 169-175.

Rush, Mary. Writing for children with language and reading deficiencies. The Volta Review, 1972, 74, 492-501.

Rutherford, W. From diagnosis to treatment of reading disabilities. Academic Therapy, 1972, 8, 51-55.

Ryback, D. & Staats, A. W. Parents as behavior therapy-technicians in treating reading deficits (dyslexia). Journal of Behavior Therapy and Experimental Psychiatry, 1970, 1, 109-119.

Samuels, S. The effect of letter-name knowledge on learning to read. American Educational Research Journal, 1972, 9, 65-74.

Samuels, S. et al. Effect of hypothesis/test training on reading skill. Journal of Educational Psychology, 1974, 66, 835-844.

Sanderson, Sarah. Establishing objectives for a course in reading aloud. The Speech Teacher, 1972, 21, 169-176.

Sansbury, R. Seven steps for teaching the use of the dictionary as a word attack skill. Academic Therapy, 1973, 8, 411-414.

Schubert, D. G. Undesirable classroom reading conditions and practices. Manitoba Journal of Education, 1973, 9, 3-8.

Schwartz, Elaine & Sheff, Alice. Student involvement in questioning for comprehension. The Reading Teacher, 1975, 29, 150-154.

Schweizer, Ilvat. Orton revisited. The Reading Teacher, 1974, 28, 295-297.

Senf, G. M. & Feshbach, S. Development of bisensory memory in culturally deprived, dyslexic and normal readers. Journal of Educational Psychology, 1970; 61 (6), 461-470.

Shapiro, Marian K. The simplified diacritical marking system as a remedial tool. Reading Improvement, 1974, 11, #3, 12-16.

Shaver, J. & Nuhn, Dee. The effectiveness of tutoring underachievers in reading and writing. The Journal of Educational Research, 1971, 65, 107-112.

Shepps, Florence & Shepps, R. Relationship of study habits and school attitudes to achievement in mathematics and reading. The Journal of Educational Research, 1971, 65, 71-73.

Sherk, J. K. & Mocker, D. W. Reading methods for adult basic education. Reading Improvement, 1972, 9, 53-56.

Shuman, R. B. Complicating factors in the teaching of reading. Peabody Journal of Education, 1973, 50, 313-317.

Simmons, J. S. & Cox, Juanita. New grammar texts for secondary schools: how do they read? Journal of Reading, 1972, 15, 280-285.

Singh, Jane. Research in homework as the motivating factor in reading achievement. Journal of Reading Behavior, 1971, 3, #3, 51-60.

Smith, L. L. Tutoring experience for disabled readers. Reading Improvement, 1973, 10, #1, 24-25.

Smith, William.. The visual system in reading and learning disabilities. Journal of School Health, 1969, 39, 144-150.

Spache, G. Review of progress in learning disabilities. Journal of Reading Behavior, 1969, 1, 93-97.

Staats, A. W. et al. Cognitive behavior modification: 'motivated learning' reading treatment with sub-professional therapy-technicians. Behavior Research and Therapy, 1967, 5, 283-299.

Staats, A. W. & Butterfield, W. H. Treatment of nonreading in a culturally deprived juvenile delinquent - an application of reinforcement principles. Child Development, 1965, 4, 925-942.

Steiner, R. et al. Comprehension training and identification for poor and good readers. Journal of Educational Psychology, 1971, 62, 506-513.

Steirnagle, Edna. A five-year summary of a remedial reading program. The Reading Teacher, 1971, 24, 537-542.

Stephens, T. M. et al. Directive teaching of reading with low-achieving first-and second-year students. Journal of Special Education, 1973, 7, 187-196.

Stine, Doris. Tenth grade content-fourth grade reading level. Journal of Reading, 19[illegible], 14, 559-561.

Strang, H. R. An automated approach to remedial reading. Psychology in the Schools, 1972, 9, 434-439.

Thorn, Elizabeth, A. Integration of the language arts and the prevention of disability in beginning reading. Manitoba Journal of Education, 1973, 9, 24-28.

Trimble, Nan. Long term remedial help. Reading, 1974, 8 #1, 27-35.

Tuttle, D. W. A comparison of the three reading media for the blind. Education of the Visually Handicapped, 1972, 4, 40-44.

Tyson, M. C. Helping slow readers. Trends in Education, 1973, #32, 26-29.

Vacca. R. T. The development of a functional reading strategy: implications for content area instruction. Journal of Educational Research, 1975, 69, 108-111.

Vacca, R. T. & Vacca, Joanne L. Consider a stations approach to middle school reading instruction. The Reading Teacher, 1974, 28, 18-21.

Vellutiono, F. R. & Connolly, C. The training of paraprofessionals as remedial reading assistants in an inner-city school. The Reading Teacher, 1971, 24, 506-512.

Wagner, R. Games dyslexics play. Academic Therapy, 1973, 9, 23-26.

Wallen, C. J. Individual differences and individualization in teaching reading. Manitoba Journal of Education, 1973, 9, 9-14.

Warncke, Edna & Callaway, B. If Johnny can't read, can he compute? Reading Improvement, 1973, 10, #3, 34-37.

Way, J. G. Teaching listening skills. The Reading Teacher, 1973, 26, 472-476.

Weber, R. M. Grammaticality and the self-correction of reading errors. Project Literacy Reports (Cornell University), 1967, No. 8, 53-59.

Weisman, Eva. A multidiscipline approach to the development of reading skills. Child Welfare, 1973, 52, 305-312.

Weissenberg, Frances. The fourth R in reading. The Reading Teacher, 1973, 26, 598-601.

Wetstone, Harriet S. & Friedlanders, B. The effect of live, T.V., and audio story narration on primary grade children's listening comprehension. Journal of Educational Research, 1974, 68, 32-35.

Willis, J. Effects of systematic feedback and self charting on a remedial tutorial program in reading. The Journal of Experimental Education, 1974, 42, #4, 83-85.

Willis, J. W. et al. A remedial reading technique for disabled readers that employs students as behavioral engineers. Psychology in the Schools, 1972, 9, 67-70.

Winkler, Rose & Pard, Madge. A functional reteaching program. The Reading Teacher, 1972, 25, 409-413.

Winsberg, B. G. Programed learning, teaching machines and dyslexia. American Journal of Orthopsychiatry, 1969, 39, 418-427.

Word, Penny & Rozynko, V. Behavior therapy of an eleven-year old girl with reading problems. Journal of Learning Disabilities, 1974, 7, 551-554.

Young, V. M. Summer school for poor readers - a Title I model project. The Reading Teacher, 1971, 24, 526-531.

Section III - Remedial Methods

(c) Speech and Listening

(i) Books

Berry, Mildred F. & Eisenson, J. Speech disorders: principles and practices of therapy. New York: Appleton-Century Crofts, 1956.

Black, Martha E. Speech connection in the schools. Prentice-Hall, 1964.

Black, Martha E. Speech therapy in the public schools. Indianapolis: Bobbs-Merrill, 1972.

Blake, J. N. Speech education activities for children. Springfield, Ill: Thomas, 1970.

Blake, J. N. Speech, language and learning disorders; education and therapy. Springfield, Ill: C.C. Thomas, 1971.

Bryngelson, B. & Mikalson, Elaine. Speech correction through listening; a program of stories and games for retaining children with articulatory problems. Glenview, Ill: Scott, Foresman, 1959.

Campbell, G. A. Improving the sight vocabulary of under achieving students through the use of contexted clues and the daily newspaper. M. Ed. Thesis, McGill University, 1974.

Craft, M. J. Speech delay: its treatment by speech play, a book for parents.. Bristol, U.K: Wright, 1969.

Daley, W. T. (ed.) Speech and language therapy with the brain-damaged child. Washington: Catholic University of American Press, 1962.

Delacato, C. H. The diagnosis and treatment of speech and reading problems. Springfield, Ill: C.C. Thomas, 1963.

Dickson, S. Communication disorders; remedial principles and practices. Scott, Foresman, 1974.

Dubard, E. Teaching aphasics and other language deficient children: theory and application of the association method. Mississippi University Press, 1974.

Dumont, Lora L. Consonant articulation drills; drill lists for most frequently defective consonants prepared for use with elementary junior high and senior high school students and adults. Danville: Interstate Publishers, 1972.

Egland, G. O. Speech and language problems; a guide for the classroom teacher. Prentice Hall, 1970.

Eisenson, J. & Ogilvie, M. Speech correction in the schools. N.Y.: MacMillan. 1971.

Gibson, J. W. et al. Speech organization; a programmed approach. San Fransico: Rinehart, 1971.

Goda, S. Articulation therapy and consonant drill book. N.Y: Grune & Stratton, 1970.

Goldsweigh, B. Scope Visuals 2, vocabulary building. New York: Scholastic Book Services, 1969.

Goldsweig, B. Scope Visuals 10, word power. New York: Scholastic Book Services, 1970.

Gordon, M. J. Speech improvement. New York: Prentice Hall, 1974.

Irwin, Ruth B. Speech and hearing therapy; clinical and educational principles and practices. Pittsburg: Stanivix, 1969.

Jeffers, Janet & Barley, Margaret. Speechreading. Springfield, Ill: Thomas, 1974.

Jones, Joan M. Establishing a remedial reading centre in elementary school. M. Ed. Thesis McGill University, 1972.

Karnes, M. B. Helping young children develop language skills: a book of activities. Arlington, Va: Council for Exceptional Children, 1968.

Keith, R. L. Speech and language rehabilitation; a workbook for the neurologically impaired. Interstate Press, 1972.

Kenney, Virginia T. & Kenney, A. H. (eds.) Dyslexia: diagnosis and treatment of reading disorders. St. Louis, Missouri: C. V. Mosby, 1968.

Kirk, S. A. & Kirk, Winifred. Psycholinguistic learning disabilities: diagnosis and remediation. Urbana, Ill: University of Illinois Press, 1961.

Kirk, S. A. & Kirk, Winifred. Psycholinguistic learning disabilities: diagnosis and remediation. Urbana, Ill: University of Illinois Press, 1971.

Love, H. D. Parents diagnose and correct reading problems; for parents of children with reading disabilities. Springfield, Ill: C. C. Thomas, 1970.

Luper, H. L. & Mulder, R. L. Stuttering therapy for children. Prentice Hall, 1964.

McReynolds, L. V. (ed.) *Developing systematic procedures for training children's language*. Washington, D.C: American Speech and Hearing Association, 1974.

Moncur, J. P. & Brackett, I. P. *Modifying vocal behavior*. Harper Row 1974.

Parrel, Suzanne. *Speech disorders; multisensory techniques for remedial education of speech, language and the psychoneural motor system*. New York: Pergamon Press, 1965.

Polow, Nancy G. *A stuttering manual for the speech therapist*. Springfield: C. C. Thomas, 1975.

Ryan, B. P. *Programmed therapy for stuttering in children and adults*. C. C. Thomas, 1974.

Sanders, Lois J. *Procedure guides for evaluation of speech and language disorders in children*. Danville, Ill: Interstate Publishers, 1972.

Sloane, H. N. & MacAulay, B. D. (ed.) *Operant procedures in remedial speech and language training*. Boston: Houghton Mifflin, 1968.

Smith, Helen K. *Meeting individual needs in reading*. I.R. A. 1971.

Therapy for stutters. Memphis: Speech Foundation of America, 1974.

Van Riper, C. *Speech correction; principles and methods*. New Jersey: Prentice Hall, 1972.

Van Riper, C. *Speech correction: principles and methods*. Englewood Cliffs, N.J: Prentice Hall, 1963.

Wallace, Doris D. *Improving skills in speech therapy*. C. D. Thomas, 1967..

Wolfe, W. D. (ed.) *Articulation and learning; new dimensions in research, diagnostics and therapy*. Springfield, I l. C. C. Thomas, 1973.

(c) Speech and Listening

(ii) Periodicals

Adams, M. R. *et al*. The effect of reduced reading reate on stuttering frequency. *Journal of Speech and Hearing Research*, 1973, 16, 671-675.

Andrews, G. & Cutler, J. Stuttering therapy: The relation between changes in symptom level and attitudes. *Journal of Speech & Hearing Disorders*, 1974, 39, 312-319.

Black, Martha E. & Eastman, M. Utilizing public school resources in speech correction programs. *Exceptional Children*, 1962, 28, 205-211.

Brand, Madeline N. Childhood and adolescent dysphonias: The role of the speech teacher. *The Speech Teacher*, 1974, 23, 253-256.

Cegela, D.J. *et al*. Writing behavioral objectives: a programed article. *The Speech Teacher*, 1972, 21, 151-168.

Crabtree, M. & Peterson, E. The sppech pathologist as a resource teacher for language/learning disabilities. *Language, Speech and Hearing Services in Schools*, 1974, 5, 194-197.

Crowder, J. E. & Harbin, R. The effect of punishment on stuttering: a case study. *Psychotherapy*, 1971, 8, 179-180.

Dubner, Harriet. The role of the speech pathologist in the early treatment of the aphasic patient. *Rehabilitation Literature*, 1972, 33, 330-331.

Eberwein, L. Does pronouncing unknown words really help? *Academic Therapy*, 1975, 11, 23-30.

Egolf, D. B. *et al*. The combined use of operant procedures and theoretical concepts in the treatment of an adult female stutterer. *Journal of Speech and Hearing Disorders*, 1971, 36, 414-421.

Egolf, D. B. *et al*. The use of parent-child interaction patterns in therapy for young stutterers. *Journal of Speech and Hearing Disorders*, 1972, 37, 222-232.

England, G. Structuring remediation regardless of setting. *Language, Speech and Hearing Services in Schools*, 1974, 5, 204-211.

Faules, D. F. *et al*. An experimental study of the comparative effects of three instructional methods on speaking effectiveness. *The Speech Teacher*, 1972, 21, 46-52.

Fisher, I. When children's speech deteriorates. *The Speech Teacher*, 1971, *20*, 199-202.

Goldstein, Sandra B. & Lanyon, R. I. Parent-clinicians in the language training of an autistic child. *Journal of Speech and Hearing Disorders*, 1971, *36*, 552-560.

Grunspan, S. *et al*. A manual of referential communication games. *Academic Therapy*, 1975, *11*, 97-106.

Halpern, W. I. *et al*. A therapeutic approach to speech phobia: elective mutism re examined. *Journal of the American Academy of Child Psychiatry*, 1971, *10*, 94-107.

Holland, Audrey L. Some applications of behavioral principles to clinical speech problems. *Journal of Speech and Learning Disorders*, 1967, *32*, 11-18.

Hopf, T. S. The teaching of oral communication to disadvantaged students in community colleges. *The Speech Teacher*, 1971, *20*, 208-214.

Ingham, R. J. & Andrews, G. An analysis of a token economy in stuttering therapy. *Journal of Applied Behavior Analysis*, 1973, *6*, 219-229.

Ingham, R. J. & Andrews, G. Behavior therapy and stuttering: a review. *Journal of Speech and Hearing Disorders*, 1973, *38*, 405-441.

Ingham, R. J. *et al*. Modification and control of rate of speaking by stutterers. *Journal of Speech & Hearing Research*, 1974, *17*, 489-496.

Jelinek, Janis A. & Schaub, Mary T. A model of parent involvement in programing for communicatively handicapped children. *Rehabilitation Literature*, 1973, *34*, 231-234.

Johnson, T. Tyler, *et al*. Systematic desensitization and assertive training in the treatment of speech anxiety in middle-school students. *Psychology in the Schools*, 1971, *8*, 263-267.

Kaplan, S. L. & Escoll, P. Treatment of two silent adolescent girls. *Journal of the American Academy of Child Psychiatry*, 1973, *12*, 59-72.

Kent, Louise R. A retraining program for the adult who stutters. *Journal of Speech and Hearing Disorders*, 1961, *26*, 141-144.

Kent, Louise, R. The use of tranquilizers in the treatment of stuttering. *Journal of Speech and Hearing Disorders*, 1963, *28*, 288-294.

Khan, S. Learning and the development of verbal ability. *American Educational Research Journal*, 1972, *9*, 607-614.

Kleffner, F. R. Hearing losses, hearing aids and children with language disorders. *Journal of Speech and Hearing Disorders*, 1973, *38*, 232-239.

Knight, N. F. Structuring remediation in a self-contained classroom. Language, Speech and Hearing Services in Schools, 1974, 5, 198-203.

Lee, R. R. Linguistics, communication, and behavioral objectives: remedial curriculum. The Speech Teacher, 1971, 20, 1-9.

Lovitt, T. C. & Smith, J. O. Effects of instructions on an individual's verbal behavior. Exceptional Children, 1972, 38, 685-693.

McCroskey, R. L. & Baird, Virginia, G. Parent education in a public school program of speech therapy. Journal of Speech and Hearing Disorders, 1971, 36, 499-505.

Minskoff, E. H. Remediating auditory-verbal learning disabilities: The role of questions in teacher-pupil interaction. Journal of Learning Disabilities, 1974, 7, 406-413.

Perkins, W. H. Replacement of stuttering with normal speech: I. Rationale. Journal of Speech and Hearing Disorders, 1973, 38, 283-294.

Perkins, W. H. Replacement of stuttering with normal speech: II. clinical procedures. Journal of Speech and Hearing Disorders, 1973, 38, 295-303.

Perkins, W. H., et al. Replacement of stuttering with normal speech: III. clinical effectiveness. Journal of Speech and Learning Disorders, 1974, 39, 416-428.

Prins, D. Improvement and regression in stutterers following short-term intensive therapy. Journal of Speech and Hearing Disorders, 1970, 35, 123-135.

Prins, D. & Lohr, Frances. Behavioral dimenions of stuttered speech. Journal of Speech and Hearing Research, 1972, 15, 61-71.

Pryzwansky, W. B., Effects of perceptual motor training and manuscript writing on reading readiness skills in kindergarten. Journal of Educational Psychology, 1972, 63, 110-115.

Raph, Jane Beasley. Language and speech deficits in culturally disadvantaged children: Implications for the speech clinician. Journal of Speech and Hearing Disorders, 1967, 32, 203-214.

Rawson, Margaret. Teaching children with language disabilities in small groups. Journal of Learning Difficulties, 1971, 4, 17-25.

Raymore, S. Case studies: Structuring remediation regardless of setting. Language, Speech, and Hearing Services in Schools, 1974, 5, 212-217.

Robbins, S. D. Thousand Stutterers: A personnel report of clinical experience and research with recommendations for therapy. Journal of Speech and Hearing Disorders, 1964, 29, 178-186.

Rosenbek, J. C. et al. A treatment for apraxia of speech in adults. Journal of Speech and Hearing Disorders. 1973, 38, 462-472.

Ryan, B. P. Operant procedures applied to stuttering therapy for children. Journal of Speech and Hearing Disorders, 1971, 36, 264-280.

Ryan, B. P. & Van Kirk, Barbara. The establishment, transfer and maintenance of fluent speech in 50 stutterers using delayed auditory feedback and operant procedures. Journal of Speech and Hearing Disorders, 1974, 39, 3-10.

Silverman, F. H. & Trotter, W. D. Bibliography: literature related to use of instrumental aids in stuttering therapy. Perceptual and Motor Skills, 1973, 36, 247-251.

Silverman, F. H. & Trotter, W. D. Bibliography related to use of instrumental aids in stuttering therapy: supplement 2. Perceptual and Motor Skills, 1974, 38, 1329-1330.

Timmons, Beverly & Boudreau, J. P. Auditory feedback as a major factor in stuttering. Journal of Speech and Hearing Disorders, 1972, 37, 476-484.

Trotter, W. D. & Silverman, F. H. Experiments with the Stutter-aid. Perceptual and Motor Skills, 1973, 36, 1129-1130.

Van Hattum, R. J. et al. The speech improvement system (SIS) taped program for remediation of articulation problems in the schools. Language, Speech and Hearing Services in Schools, 1974, 5, 91-97.

Van Kirk, Barbara. Operant therapy programs for stuttering conducted in a rehabilitation centre. Rehabilitation Literature, 1972, 33, 107-108.

Vance, H. B. & Hankins, N. E. Teaching inventions for defective auditory perception. Academic Therapy, 1975, 11, 69-78.

Weinstock, J. J. A child psychiatrist's view of therapy for stuttering. Journal of Speech and Hearing Disorders, 1968, 33, 15-20.

Woy, J. R. & Efran, J. S. Systematic desensitization and expectancy in the treatment of speaking anxiety. Behavior Research and Therapy, 1972, 10, 43-49.

Section III - Remedial Methods

(d) Spelling, Mathematics and Writing

(i) Books

Academic Therapy Quarterly. *Building handwriting skills*. San Rafael, Calif: Academic Therapy Publications, 1967.

Arena, J. (ed.) *Building spelling skills in dyslexic children*. San Rafael, Calif: Academic Therapy Publications, 1968.

Brook, O. W. & McMenemy, R. *Corrective and remedial teaching*: principles and practices. Houghton-Mifflin, 1966.

Chaney, Clara M. & Miles, Nancy. *Remediating learning problems: a developmental curriculum*. Columbus, Ohio: C. E. Merrill, 1974.

Edwards, S. J. *Spelling difficulties: step by step*. Eng. Univ. Press, 1967.

Gardiner, W. *Text-manual for remedial handwriting*. Danville, Illinois: Interstate Publishers, 1966.

Gillingham, Anna & Stillman, Bessie. *Remedial training for children with specific difficulty in reading, spelling and penmanship* 7th ed. Cambridge, Mass: Educators Publishing Service, 1966.

Hanna, P. R. *Spelling: structure and strategies*. Boston, Mass: Houghton-Mufflin, 1971.

Homme, L. E. *Demonstration of the use of self-instructional and other teaching techniques for remedial instruction of low-achieving adolescents in reading and mathematics, final report*. Albuquerque, New Mexico: T.M.I. Institute, 1965.

Lampard, D. M. *Basic steps in remedial teaching*. Educational Review, 1950, 2, #3, 198-206.

Lerner, Janet W. *Children with learning disabilities: theories, diagnosis and teaching strategies*. Houghton-Mifflin, 1971.

Lerner, Janet W. *Children with learning disabilities: theories, diagnosis and teaching strategies*. Boston, Mass: Houghton; Mifflin, 1976.

Parsons, J. A. The reciprocal modification of arithmetic behavior and program development. In G. Semb (ed.), *Behavior analysis and education - 1972*. Lawrence, Kansas: Kansas University Dept. of Human Development, 1972.

Phillips, A. J. Discovery, identification, and remedial treatment of difficulties in fundamental operations in elementary arithmetic. Ph.D. Thesis, University of Toronto, 1945.

Rayek, E. & Nesselroad, E. Application of behavior principles to the teaching of writing, spelling, and composition. In G. Semb (ed.) Behavior analysis and education - 1972. Lawrence, Kansas: Kansas University Dept. of Human Development, 1972.

Schonell, F. J. & Schonell, Eleanor F. Diagnosis and remedial teaching in arithmetic. Edinburgh, Scotland: Oliver and Boyd, 1957.

Smith, Deborah D. & Lovitt, T. C. The use of modeling techniques to influence the acquisition of computational arithmetic skills in learning disabled children, in G. Semb (ed.) Behavior Analysis and Education, 1973. Lawrence: University of Kansas Press (in press).

Smith, Deborah D. et al. Using reinforcement contingencies and teaching aids to alter subtraction performance of children with learning disabilities, in G. Semb (ed.) Behavior Analysis and Education, 1972. Lawrence: University of Kansas Press, 1972.

Watson, A. E. Experimental studies in the psychology and teaching of spelling. Contributions to education, no. 638. New York: Teachers College, Columbia University, 1935.

(d) Spelling, Mathematics and Writing

(ii) Periodicals

Askov, Eunice & Greff, K. N. Handwriting: Copying versus tracing as the most effective type of practice. Journal of Ed. Research, 1975, 69, 96-98.

Bell, Mary E. Handwriting as a means to promote creative reading. Reading Improvement, 1974, 11, #3, 2-4.

Bijou, S. W. et al. Programmed instruction as an approach to teaching of reading, writing and arithmetic to retarded children. Psychological Record, 1966, 16, 505-522.

Brothers, Aileen & Holsclaw, Cora. Fusing behaviors into spelling. Elementary English, 1969, 46, 32-37.

Brown, J. C. Learning theory applied to arithmetic instruction. Psychology in the Schools, 1972, 9, 289-293.

Cahen, L. S. et al. Spelling difficulty - a survey of the research. Review of Educational Research, 1971, 41, 281-301.

Campbell, Dorothy. Typewriting contrasted with handwriting: a circumvention study of learning - disabled children. Journal of Special Education, 1973, 7, 155-168.

Cotterell, G. C. Helping the bad speller. Reading, 1971, 5, #3, 2-7.

Dublinske, S. Planning for child change in language development/ remediation programs carried out by teachers and parents. Language, Speech and Hearing Services in Schools, 1974, 5, 225-237.

Ediger, M. On teaching handwriting. Illinois Schools Journal 1971, 51, 156-157.

Ediger, M. The pupil, the teacher and handwriting. Reading Improvement, 1974, 11, #1, 62-64.

Fauke, J. et al. Improvement of handwriting and letter recognition skills: a behavior modification procedure. Journal of Learning Disabilities, 1973, 6, 25-29.

Felton, Sandra & Rusinow, Roslyn W. The vulnerable child: more multiplication. *Academic Therapy*, 1974, *9*, 495-496.

Greabell, L. C. & Uprichard, A. E. Distar mathematics program and two communication skills of poor-risk kindergartners. *Psychological Reports*, 1973, *33*, 126.

Greenwood, C. R., Sloane, H. N. & Baskin, A. Training elementary aged peer behavior managers to control small group programmed mathematics. *Journal of Applied Behavior Analysis*, 1974, *7*, 103-114.

Grimm, J. A. *et al*. A problem-solving model for teaching remedial arthmetic to handicapped young children. *Journal of Abnormal ChildPsychology*, 1973, *1*, 26-39.

Harris, V. W. & Sherman, J. A. Effects of peer tutoring and consequences on math performance of elementary classroom students. *Journal of Applied Behavior Analysis*, 1973, *6*, 587-597.

Harris, V. W. & Sherman, J. A. Homework assignments, consequences, and classroom performance in social studies and mathmatics. *Journal of Applied Behavior Analysis*, 1974, *7*, 505-520.

Hasazi, J. E. & Hasazi, S. E. Effects of teacher attention on digit-reversal behavior in an elementary school child. *Journal of Applied Behavior Analysis*, 1972, *5*, 157-162.

Henney, Maribeth. Improving mathematics verbal problem-solving ability through reading instruction. *The Arithmetic Teacher*, 1971, *18*, 223-228.

Hill, C. & Martinis, Anne. Individualizing a multisensory spelling program. *Academic Therapy*, 1973, *9*, 77-83.

Horowitz, R. S. Teaching mathematics to students with learning disabilities. *Therapeutic Quarterly*, 1970, *6*, 17-35.

Hull, Wilma A. & McCarthy, D. G. Supplementary Program for pre-school visually handicapped children. *Education of the Visually Handicapped*, 1973, *5*; 97-104.

Kaltsovnis, B. & Stephens, H. G. Learning mathematics by discovery: implications for a creative child. *Perceptual and Motor Skills*, 1971, *33*, 884-886.

Kirby, F. D. & Shields, F. Modification of arithmetic response rate and attending behavior in a seventh-grade student. *Journal of Applied Behavior Analysis*, 1972, *5*, 79-84.

Larson, Charlotte. Teaching beginning writing. *Academic Therapy Quarterly*, 1968, *4*, 61-66.

Lovitt, T. C. et al. The relative effects of math performance of single versus multiple-ration schedules: a case study. Journal of Applied Behavior Analysis 1970, 3, 261-270.

Lovitt, T. C. et al. The use of free-time contingency with fourth graders to increase spelling accuracy. Behavior Research and Therapy, 1969, 7, 151-156.

Marlow, A. T. The ratio road to algebra. Therapeutic Quarterly, 1970, 6, 70-73.

Reilly, Vera. Reversals in writing: some suggestions for teachers. Teaching Exceptional Children, 1972, 2, 145-147.

Rivers, Caryl. Spelling: Its tyme to du somthing. Learning, 1974, 3 #3, 72, 74, 76, 78.

Rosner, J. Language arts and arithmetic achievement, and specifically related perceptual skills. American Educational Research Journal, 1973, 10, 59-68.

Rush, Mary. Writing for children with language and reading deficiences. The Volta Review, 1972, 74, 492-501.

Scheffelin, Margaret A & Seltzer, C. Math manipulatives for learning disabilities. Academic Therapy, 1974, 9, 357-362.

Shaver, J. & Nuhn, Dee. The effectiveness of tutoring underachievers in reading and writing. The Journal of Educational Research, 1971, 65, 107-112.

Shepps, Florence & Shepps, R. Relationship of study habits and school attitudes to achievement in mathematics and reading. The Journal of Educational Research, 1971, 65, 71-73.

Smith, Deborah D & Lovitt, T. C. The differential effects of reinforcement contingencies on arithmetic performance. Journal of Learning Disabilities, 1976, 9, 21-29.

Smith, Deborah D. & Lovitt, T. C. The educational diagnosis and remediation of b and d written reversal problems: a case study. Journal of Learning Disabilities, 1973, 6, 356-363.

Warncke, Edna & Callaway, B. If Johnny can't read, can he compute? Reading Improvement, 1973, 10, #3, 34-37.

Wood, Mildred, H. The notebook: destructive practices in teaching math. Academic Therapy, 1974, 10, 249-251.

AARONSON, S. 101
AASHDAN, A. 103
ABLES, R. 69
ABLEWHITE, R. 20
ABRAMS, J. 6,101
ACKERMAN, P. 58
ADAMS, M. 25,115
ADAMS, R. 25
ADELMAN, H. 6(2),84
AGG, B. 2
AGRONOWITZ, A. 44
AIELLO, B. 80
AIKEN, L. 53(3)
AKBAROVA, N. 89
ALEXANDER, C. 101
ALEXANDER, K. 6
ALGRA, C. 25
ALIOTTI, N. 6
ALLEN, J. 25
ALLEN, K. 84
ALLEN, R. 38
ALLEN, V. 84
ALLEY, C. 6
ALLINGTON, R. 25
ALPINER, J. 44
ALSHAN, L. 11
ALSPAUGH, J. 69
ALTUS, C. 69
ALWITT, L. 25
ALYLWARD, J. 6
AMES, L. 56
AMES, W. 39
ANAPOLLE, L. 25
ANDERSON, C. 6(2)
ANDERSON, L. 80
ANDERSON, R. 58(2),106
ANDERSON, W. 101
ANDREWS, G. 115,116(2)
ANNESLEY, F. 30,53
ANNETT, M. 6
APPLEBEE, A. 25,69
ARENA, J. 80,96,117
ARNOLD, L. 58
ARTLEY, A. 6,25
ASBURY, C. 6
ASHER, S. 25
ASHLOCK, P. 80,96(2)
ASKOO, E. 69
ASKOV, F. 121
ATKINSON, R. 60,101
AUG, R. 40
AUGUSTINE, L. 8
AUSTIN, C. 6
AUSTIN, G. 84
AUSTIN, L. 25
AUXTER, D. 58
AVARI, L. 76
AVERBACH, A. 84
AYERS, J. 25
AYRES, A. 58
BACHARA, G. 58
BACHNER, S. 101(4)
BADER, L. 25
BADGER, G. 101
BAIRD, V. 117
BAKER, C. 34
BAKKER, D. 20(2),96
BALL, T. 25
BALMER, J. 84
BALOW, B. 17,25,26
BANAS, N. 19,20,95
BANNATYNE, A. 1,20,[illegible],58(2),69,84(3),101
BARBE, W. 2
BARCAI, A. 8
BARCLAY, A. 30
BARLEY, M. 113
BARNARD, D. 101
BARNETT, R. 84
BARRON, R. 26
BARRY, M. 53
BARTEL, N. 7
BARTELL, N. 81
BASKIN, A. 122
BATEMAN, B. 1(2),3,7(3),20,56,58,89
BATTLE, E. 7
BAUSELL, R. 84
BAY, E. 46
BEAVER, J. 102
BECKER, G. 26
BECKER, L. 62(2)
BEHRMANN, P. 7
BELL, B. 26
BELL, M. 121
BELL, R. 58
BELMONT, H. 101
BELMONT, I. 102
BELMONT, L. 26
BENDER, A. 53
BENDER, L. 58
BENENSON, T. 69
BENNETT, C. 46
BENOWITZ, M. 7
BENSON, D. 53
BENTON, A. 76
BENTON, C. 7
BENTON, D. 7
BENTZEN, F. 7
BENYON, S. 80
BEREITER, C. 52
BERGLUND, G. 54
BERNSTEIN, M. 21
BERRY, M. 46,102,112
BERSOFF, D. 58
BERTHOLD, H. 84
BIBACE, R. 12
BIJOU, S. 102,121
BIRCH, H. 1,26,59,102
BIRCH, J. 96
BIRKLEY, M. 26
BLACK, F. 7(2),59,69,102
BLACK, M. 112(2),115
BLACKMAN, L. 26
BLAIR, F. 7
BLAIR, G. 80
BLAKE, J. 44,112(2)
BLAKE, K. 102
BLAKELEY, R. 44
BLANCO, R. 60,85
BLANK, M. 26
BLANKENSHIP, E. 7
BLANTON, W. 6
BLOCH, E. 46
BLOCK, J. 53
BLOM, G. 26
BLOODSTEIN, O. 53,76
BLOOM, B. 7
BLOOM, C. 46
BLOOM, R. 102
BLUESTEIN, V. 26
BLUMENFELD, S. 26
BODER, E. 67,75
BOGLE, M. 26
BOLSTAD, I. 85
BOND, A. 67,96
BOND, G. 56,80
BOCK, R. 69
BOOME, E. 44
BOOTZIN, R. 89
BORTNER, M. 59(3)
BOSCO, J. 93
BOSHES, B. 7
BOTWINICK, J. 59

BOUCREAU, J. 118
BOWEN, F. 80
BOWN, J. 46
BOYD, J. 7,69
BRACKETT, I. 114
BRAGSTAD, M. 102
BRAND, M. 115
BREKKE, B. 69
BRIGGS, R. 85
BRINKLEY, R. 107
BROCEN, M. 88
BROCK, C. 96,119
BROTHERS, A. 121
BROWN, C. 26
BROWN, C. 102
BROWN, J. 121
BROWN, R. 3,59,69,102(2)
BROWNMAN, S. 96
BROWNSTONE, J. 8
BRUECKNER, L. 56,80
BRULAND, R. 70
BRUNO, M. 100
BRYAN, J. 1
BRYAN, T. 1,8(2),59
BRYANT, J. 8
BRYANT, N. 26,102
BRYNGELSON, B. 112
BUCHSBAUM, M. 85
BUKTENICA, N. 59
BULLOCH, A. 1
BULLOCK, A. 20,96
BUNDY, L. 26
BURGE, P. 69
BURGER, A. 26
BURKOWSKY, M. 46
BURKS, F. 85
BURMEISTER, L. 96,102(2)
BURNS, E. 59
BURNS, P. 99
BUROS, O. 56,67
BURROWN, W. 73
BUSBY, W. 26
BUSH, W. 57
BUTCOFSKY, D. 8
BYERS, V. 46
CADMAN, T. 60
CAHEN, L. 121
CAHN, L. 85
CALFEE, R. 27,70
CALLAWAY, B. 110,123
CALLOWAY, B. 27
CAMBRIDGE, J. 53
CAMERON, J. 102
CAMERON-JONES, M. 102
CAMP, B. 70,103
CAMPBELL, C. 103
CAMPBELL, D. 121
CAMPBELL, G. 112
CAMPBELL, S. 59
CANCEMI, S. 96
CANTRELL, R. 85
CANTWELL, D. 8
CAPLAN, P. 8
CAPLIN, M. 103
CAPOBIANCO, R. 59
CAPPS, C. 40
CAPUTE, A. 59
CARBONELL DE GROMPON, 27,53
CARLSON, B. 16
CARPENTER, R. 8,46
CARRELL, J. 44
CARRISON, M. 27
CARROLL, A. 59
CARTER, J. 70,85
CARTER, S. 27
CARTER, T. 85
CARTERETTE, E. 44
CARTWRIGHT, G. 59
CARVER, R. 70
CASHDAN, A. 28
CASTALDO, R. 103
CAWLEY, J. 20
CAZDEN, C. 46
CEGELA, D. 115
CHALFANT, J. 1
CHALL, J. 20
CHAMBERS, J. 27,32
CHANEY, C. 80,96,119
CHAPMAN, L. 27
CHARLES, D. 17
CHAZAN, M. 27
CHESS, S. 8
CHESTER, R. 27
CHISSOM, B. 65
CHOMSKY, C. 27
CHRISTENSEN, D. 85
CHRISTOPHERSEN, E. 86
CHRISTOPLOS, F. 85(2)
CHURCHILL, D. 46
CLABOROUGH, M. 97
CLAPPER, Z. 27
CLARK, M. 20,27,81
CLARK, S. 27
CLEMENTS, S. 1,2,8
CLIFTON, N. 51
CLINE, T. 27
CLOUGH, J. 86
CLYMER, T. 103
COBB, J. 86
COHEN, H. 81
COHEN, J. 59
COHEN, N. 8
COHEN, S. 27(2),70,103
COHN, M. 103
COHN, R. 53
COHN, S. 97
COLARUSSO, R. 60
COLE, E. 42
COLE, M. 8
COLLINS, J. 97
COLODNY, D. 13
COMLY, H. 85
CONNERS, C. 8
CONNOLLY, C. 110
CONNORS, C. 8
CONSILIA, M. 8
COOKE, S. 28
COOKE, T. 28
COOPER, E. 46,47
COOPER, T. 27
COOPER, W. 97
CORY, C. 85(2)
COTT, A. 85
COTTERELL, G. 121
COULSON, N. 103
COURSIN, D. 8
COWART, H. 38
COWGILL, M. 60
COX, J. 109
COX, M. 20
CRABTREE, M. 115
CRAFT, L. 107
CRAFT, M. 112
CRAMER, R. 28
CRECHTON, J. 9
CREWS, R. 28
CRINELLA, F. 9,60
CRISCUOLO, N. 86,103
CRISCUOLO, N. 28(2)
CRITCHLEY, M. 20
CROMER, W. 36,42
CRONIN, B. 103

CROSBY, R. 97
CROWDER, J. 94,115
CROWLEY, H. 70
CROXEN, M. 28
CRUICKSHANK, W. 1(3),9(2),81
CSAPO, M. 2
CUNNINGHAM, P. 103
CUNNINGHAM, R. 28
CURLEE, R. 76
CURLES, R. 49
CUSHENBERRY, D. 20
CUTLER, J. 115
CZERNIEJEWSKI, C. 86
D'AUGUSTINE, C. 78
D'GURILLA, T. 61
D'ZURILLA, T. 86
DARLL, B. 46
DALEY, W. 112
DALLAS, J. 86
DAMSTE, P. 44
DANIELS, L. 28
DAVIDS, A. 60
DAVIS, D. 28
DAVIS, V. 34
DAVIS, W. 86
DE HIRSCH, K. 12,21,22,32(2),52,68,71
DE CHALTIS, M. 86
DECHANT, E. 20,67,97
DEICH, R. 25
DEITZ, S. 86
DELACATO, C. 21(2),67,75,97(2),112
DELLA, P. 28
DEMPO, N. 28
DENBURG, M. 2
DENHOFF, E. 9(2)
DENO, S. 28
DEVAN, S. 103
DI VESTA, F. 103(2)
DIAZ, A. 70
DICKSON, S. 112
DILLER, L. 9
DINKMEYER, D. 2
DINNAN, J. 28,70
DIVOKY, D. 9
DIXON, H. 14
DIXON, S. 47
DOEHRING, D. 21
DOLAN, A. 34
DORE-BOYCE, K. 29
DORSEY, M. 97
DOUGLAS, V. 9,29
DOWNING, J. 28(4)
DOYLE, R. 9
DRABMAN, R. 91
DRASS, S. 86
DREGER, R. 60
DREIKURS, R. 2
DREYER, H. 103
DUBARD, E. 44,112
DUBLINSKE, S. 121
DUBNER, H. 115
DUBOIS, N. 70
DUFF, R. 103
DUKER, S. 44(2)
DULIN, K. 29(2)
DUMONT, L. 112
DUNCAN, L. 29
DUNSING, J. 9
DURKIN, D. 29(2)
DURLAK, J. 86
DURR, W. 67,97
DURRELL, D. 9,21,67
DWORKIN, N. 53
DWYER, C. 29(2),53
DYE, C. 8
DYMENT, P. 60
EAKIN, S. 29
EAMES, T. 29
EARLY, G. 11
EASSER, B. 13
EASSER, R. 63
EASTMAN, M. 115
EATON, M. 57
EAVES, L. 9,60
EBERWEIN, L. 115
ECKLAND, B. 6
EDGINGTON, R. 97
EDGINTON, R. 2
EDIGER, M. 121(2)
EDINGTON, R. 9
EDWARDS, S. 119
EFRAN, J. 118
EGLAND, G. 113
EGOLF, D. 115(2)
EHLY, S. 86
EINBECKER, P. 74
EISENSON, J. 44,112,113
EKWALL, E. 67,70,97
ELLINGSON, C. 2(2)
ELLIOT, A. 86
ELLIS, B. 70
ELLSON, D. 104
EMANS, R. 29
EMRICK, C. 86
ENGELMANN, S. 2,97
ENGLAND, G. 115
ENSTROM, D. 104
ENSTROM, E. 104
EPSTEIN, E. 86
ERICKSON, D. 21
ERICKSON, E. 56,97
ERICKSON, M. 21
ERICKSON, R. 46,56,97
ESCOLL, P. 116
ESPINOA, S. 9
ESTES, R. 87
ESTES, T. 29
FAAS, L. 2
FABIAN, A. 70
FAIRMAN, I. 104
FALCK, W. 46
FALIK, L. 87
FARLEY, F. 29
FARMER, C. 29
FARMER, R. 40
FARR, B. 29
FARR, R. 67(2)
FASS, L. 81
FAUKE, J. 121
FAULES, D. 115
FAY, L. 60
FEATHER, N. 93
FELDHUSEN, J. 60
FELDMAN, R. 84
FELDT, L. 39
FELTON, S. 122
FENICHEL, G. 9
FERBER, H. 9
FERGUSON, N. 70
FERINDEN, W. 56,60,81,87
FERNALD, G. 81
FERNOLD, G. 97
FERTMAN, J. 47
FERULLO, R. 47
FESHBACH, S. 70,108
FESHBACK, S. 87
FILLBRANDT, J. 25
FILP, J. 29
FINCH, A. 15
FINE, M. 60
FISCHBACK, T. 69
FISHER, I. 29,116

FISHER, J. 87
FLANIGAN, M. 29
FLAX, N. 10
FLEISHMAN, E. 57
FLETCHER, J. 60
FLIGHT, D. 104
FLECK, A. 10
FLOWERS, J. 87
FLYNN, A. 30
FOGEL, M. 47
FORELL, E. 36,72
FOWLER, F. 97
FOWLIE, B. 87
FOX, L. 81
FRANCES, H. 30
FRANCIS, H. 30
FRANDSEN, K. 76
FRANK, J. 30
FRANKEL, J. 89,104
FRANKLIN, A. 21,67,97
FRANKS, D. 10
FRANKS, J. 47
FREED, B. 30
FREEMAN, M. 104
FREEMAN, S. 2,10
FRENCH, S. 10
FRESHOUR, F. 104
FREUNDL, P. 17
FRIED, R. 10
FRIEDLANDERS, B. 110
FRIEDMAN, D. 10
FRIEDMAN, M. 104
FRIEDMAN, R. 2,10,60
FRIEDRICH, D. 60,70
FRIEL, J. 38
FRIERSON, E. 2
FRISCH, G. 76
FRITH, L. 53
FRITZ, J. 10
FROHMAN, A. 17
FROSTIG, M. 2,10,81(2)
FRY, F. 97(2)
FRYMIER, J. 10
FULLER, G. 30,60,70,72
GADDES, W. 10,65
GALLAGHER, J. 10
GAMSKY, N. 30
GARDINER, W. 119
GARDNER, H. 30
GARDNER, J. 2
GARDNER, R. 87
GARDNER, W. 81
GARFIELD, S. 29
GARGIULO, R. 30
GARSON, B. 73,76
GATES, A. 30
GATTMAN, J. 25
GAUDRY, E. 79
GAYTON, W. 92
GEE, T. 30
GENSEMER, I. 60
GENTILE, L. 30
GENTRY, L. 87
GERSHMAN, E. 63
GESCHWIND, N. 10,47(2)
GETMAN, G. 2
GEYER, J. 68,100
GIBSON, E. 30
GIBSON, J. 113
GIBSON, W. 10
GIBSONS, M. 81
GIFFIN, M. 10
GILDSTON, P. 47
GILL, M. 57
GILLESPIE, S. 47
GILLILAND, C. 98
GILLINGHAM, A. 98,119
GILMOUR, J. 87
GLASS, G. 83
GLASSMAN, L. 10
GLASSMAN, R. 61
GLAVIN, J. 30,53
GLICK, D. 30
GLUCK, M. 62
GODA, S. 113
GOERING, J. 19
GOLD, M. 14
GOLDBURG, H. 21
GOLDFIELD, M. 61
GOLDFRIED, M. 86
GOLDMAN, M. 30
GOLDMAN, R. 11,47(2)
GOLDSTEIN, E. 61
GOLDSTEIN, K. 11
GOLDSTEIN, S. 116
GOLDSWEIG, B. 81,98,113
GOLDSWEIGH, B. 113
GOLICK, M. 81
GOLMAND, R. 87
GOODACRE, E. 31(4)
GOODGLASS, H. 37,47,75
GOODMAN, G. 98
GOODMAN, J. 91
GOODMAN, L. 11,31
GOODMAN, Y. 70
GOODSTEIN, H. 11
GOODSTEIN, L. 46
GORDON, I. 87
GORDON, M. 113
GORMLY, J. 104
GOTTFRIED, A. 11
GOTTSLEBEN, R. 47
GOYEN, J. 34
GRANT, M. 96
GRASS, J. 87
GRAY, S. 103(2)
GREABELL, L. 122
GREAT, C. 21
GREENBERG, J. 11
GREENWOOD, C. 122
GREENWOOD, G. 87
GREER, J. 15
GREFF, K. 121
GREGORY, H. 47
GREITZER, F. 104
GRIFFIN, D. 31
GRIFFITHS, A. 31,104(2)
GRIMM, J. 122
GRINSPOON, L. 88
GROFF, P. 31
GROSS, M. 2,56,81
GRUNSPAN, S. 116
GRUVER, G. 88
GRZYNKOWICZ, W. 81(2)
GUBBEY, S. 47
GUILFORD, J. 31
GUINAGH, B. 104
GUNDERSON, B. 61
GUNDERSON, D. 21,31,44
GUSZAK, F. 67,98
GUTHERY, G. 11
GUTHRIE, J. 31(2)
GUTTMANN, E. 54
GUYER, B. 88
GWALTNEY, W. 71
GYARFAS, E. 67(2)
HAGER, J. 88
HAGIN, R. 39(2),74
HALL, R. 11(2),88
HALLAHAN, D. 3(2),9,11,18,62,82
HALLENBECK, P. 88
HALPERN, W. 116

HAMBLETON, R. 61
HAMBLIN, J. 104
HAMBLIN, R. 104
HAMMILL, D. 15,61,81,82,88
HAMRE, C. 47,63
HANDLER, L. 76
HANKINS, N. 118
HANNA, P. 119
HANLIK, L. 61
HARBIN, R. 115
HARDIN, V. 6,25
HARDY, M. 3,21,31
HARDY, W. 47
HARING, G. 3
HARING, N. 3,94,104
HARKER, W. 31,104
HARNAD, S. 11
HARRIS, A. 21,31,78
HARRIS, L. 67,98
HARRIS, M. 87
HARRIS, S. 19
HARRIS, V. 122(2)
HARTLAGE, L. 61,71(2)
HARTMAN, N. 11,21,31(2)
HARTMAN, R. 11,21,31(2)
HARTSEIN, J. 21
HASAZI, J. 122
HASAZI, S. 122
HATCH, E. 32
HATHAWAY, E. 21
HAUBRICH, P. 93
HAUCK, M. 104
HAWKINS, R. 17,88
HAYDEN, D. 93
HAYS, B. 104
HAYWARD, M. 32
HAYWOOD, H. 3
HEARING, N. 3
HEATH, E. 11(2)
HEDGE, M. 48
HEDGE, T. 98
HEINIMANN, R. 21
HELLER, H. 88
HELLMUTH, J. 3(2)
HENDERSON, F. 11,54
HENDERSON, N. 32
HENNEY, M. 122
HERALD, C. 33
HERJANIC, B. 32
HERNDON, D. 16
HERRICK, M. 12
HERSHOWITZ, M. 39
HERTZIG, M. 12,61
HESS, R. 83
HETHERINGTON, D. 88
HETZEL, R. 101
HICKS, R. 92
HILL, C. 122
HILTON, T. 54
HINTON, G. 12,62
HISLOP, M. 105
HIVELY, W. 88
HODGES, J. 85
HODGES, L. 18
HODGES, P. 32
HOGAN, R. 32
HOHMAN, L. 12
HOLDEN, R. 61
HOLLAND, A. 116
HOLLOWAY, G. 12
HOLMES, J. 32
HOLOWINSKY, I. 61
HOLSCLAW, C. 121
HOMME, L. 81,88,98,119
HOOD, J. 71
HOOPS, H. 49(2)
HOPE, H. 86
HOPF, T. 116
HORN, J. 32
HOROWITZ, R. 122
HOUGHTON, C. 32
HOVIOUS, M. 105
HOWELLS, R. 103
HOYLE, V. 32
HUBERTY, C. 12
HUDDLESON, R. 71
HUDSON, J. 105
HUELSMAN, C. 71
HUGHES, D. 88
HUGHES, F. 22
HUGHES, J. 22
HUIZINGA, R. 12,87
HULL, M. 98
HULL, W. 122
HUMES, C. 88
HUMPHREY, J. 105(2)
HUNT, J. 61
HUNTER, E. 32(2)
HUNTERBUCHNER, L. 54
HURWITZ, I. 12
IANCO-WORRALL, A. 48
IDSTEIN, P. 105
ILG, F. 56
INDISANO, R. 27
INDRISANO, R. 32
INGERSOLL, G. 32,33
INGHAM, R. 116(3)
INGRAM, T. 33
IRWIN, J. 3,45
IRWIN, R. 51,113
IVANOFF, J. 72
JACKSON, M. 98
JACKSON, R. 33
JACKSON, S. 98
JAMESON, P. 70
JANI, L. 12
JANI, S. 11,12
JANSEN, D. 71
JANSKY, J. 22,33,68
JEFFERS, J. 113
JEFFERS, P. 105
JELINEK, J. 116
JENKINS, J. 61,88(2),105
JENNINGS, S. 22
JERROLDS, B. 71
JESTER, R. 104
JOHNS, J. 48,54
JOHNS, L. 33
JOHNSON, D. 3,33(2),82,89,105(2)
JOHNSON, L. 32
JOHNSON, M. 68
JOHNSON, P. 33
JOHNSON, S. 85,98
JOHNSON, T. 33,106,116
JOHNSON, W. 45
JOHNSTON, J. 33
JONES, D. 48
JONES, J. 113
JONES, W. 61
JORDAN, D. 22
JURSTAD, D. 12
JOYNT, R. 48
JUNKALA, J. 62,89
KAHN, H. 11
KAHN, J. 12
KAHN, N. 71
KALINGER, G. 3,22
KALISKI, L. 54
KALLOS, G. 71
KALTSOUNIS, B. 79
KALTSOVNIS, B. 122
KALUGER, G. 22

KAPLAN, S. 116
KAPPELMAN, M. 12,62
KARLIN, R. 22
KARNES, M. 113
KASS, J. 2
KASTE, C. 61
KATZ, L. 33,71
KAUFFMAN, J. 3(2),62(2),82,83
KAUFMAN, A. 62
KAUFMAN, N. 62
KAUFMANN, J. 3
KAZDIN, A. 89
KEANE, V. 48
KEEFER, K. 62
KEENAN, J. 48
KEENEY, A. 12
KEITH, J. 62
KEITH, R. 113
KELLY, E. 89
KENDALL, D. 48
KENDALL, J. 71
KENDER, J. 71
KENNEDY, E. 33
KENNEY, A. 68,113
KENNEY, V. 68,113
KENNY, J. 62
KENNY, T. 12
KENT, L. 116(2)
KEOGH, B. 12,13,62(3),89(3)
KEONG, C. 105
KEPHART, N. 3,13
KERFOOT, J. 22
KERSHNER, B. 13
KERSHNER, J. 13
KHACHADOORIAN, V. 89
KHAK, F. 89
KHAN, S. 116
KIMBLE, J. 47
KING, E. 105
KINSBOURNE, M. 8
KIPHARD, E. 89
KIRALY, J. 90
KIRBY, F. 122
KIRK, E. 33
KIRK, G. 61
KIRK, S. 3(2),4,75(2),82,113(2)
KIRK, W. 75(2),113(2)
KLASEN, E. 22
KLATSKIN, E. 62
KLEFFNER, F. 116
KLEIN, C. 13
KLINE, C. 13,33
KLOSTERMAN, D. 89
KNAPP, J. 48
KNIGHT, N. 117
KNIGHTS, R. 12,56,62(2)
KNOBLOCK, H. 13,56
KOENKE, K. 82,99
KOLSON, C. 3,22(2)
KOPPITZ, E. 4,13
KOPPCIZ, E. 71
KOSC, L. 54
KOTTMEYER, W. 22
KOVALCHUK, S. 82
KOVEN, J. 89
KRAFT, M. 8
KRAVITZ, M. 105
KRESS, R. 68
KRIPPNER, S. 33,63,89,105
KRONICK, D. 13
KROTH, J. 4
KROTH, R. 4,13
KUBANY, E. 89(2)
KUHLBERG, J. 63
KURLANDER, L. 13
KURZMAN, M. 33
LA BERGE, D. 33
LACEY, B. 7
LACEY, H. 64
LACOURSIERE-PAIGE, F. 89
LADD, E. 90
LAHADERNE, H. 14
LAHEY, B. 105(2)
LAMPARD, D. 105,119
LANDRETH, G. 90
LANDRUM, J. 90
LANE, A. 34,105
LANE, H. 34
LANE, P. 105,106
LANGFORD, K. 106(2)
LANGHORNE, J. 63
LANGSTAFF, A. 94
LANSDOWN, R. 34
LANYON, R. 116
LAPOUSE, R. 14
LARENCE, D. 106
LAROCQUE, G. 34,106
LARSEN, J. 34
LARSEN, S. 13,86
LARSON, C. 122
LAUFER, M. 14
LAURITA, R. 22,45,76
LAWRENCE, D. 106
LAWRITA, R. 106
LAZAR, A. 34
LAZER, A. 90
LAZER, P. 90
LEATHERBARROW, B. 105
LEBOW, M. 89
LEE, N. 33
LEE, R. 117
LEE, W. 22,52
LEHMAN, L. 59
LEHTINEN, L. 4
LEICHTER, H. 90
LENNEBERG, E. 48(2)
LEONARD, L. 48
LEONG, C. 34,48
LERMAN, J. 44
LERNER, J. 4(2),13,34,56(2),78(2),82(2),119(2)
LESIAK, W. 63
LESSER, S. 13,63
LETON, D. 71
LETTICK, A. 13,90
LEVIN, H. 22
LEVINE, I. 34
LEVINE, M. 72,90
LEVINSON, H. 30
LEVITON, H. 90
LEVITT, E. 34
LEVY, H. 4
LEVY, J. 106
LEWIN, E. 90
LEWIS, A. 90
LEWIS, C. 3
LEWIS, H. 32
LEWIS, R. 4,34
LEZAK, M. 14
LIETZ, E. 13
LILLY, E. 17
LIMMER, W. 72
LINDAMOOD, P. 27
LINDE, T. 90
LINDSLEY, D. 24
LINKSZ, A. 22,52
LIPPITT, R. 14
LIPTON, H. 13
LISHMAN, W. 14
LIVI, A. 90
LIVINGSTON, H. 72
LLOYD, F. 30
LOHR, F. 117

LONG, A. 90
LONG, B. 11
LONGHURST, T. 48,76
LOOFT, W. 90
LOPARDO, G. 105
LORE, F. 4,82
LOSAK, J. 90
LOVE, H. 68,[illegible]8,113
LOVE, J. 48
LOVITT, T. 57,65,78,79,82,90(2),117,120,123(4)
LOWELL, R. 72
LUCAS, D. 71
LUCCO, A. 14
LUND, P. 72
LUPER, F. 113
LUTZ, J. 48
LYLE, J. 34
LYON, E. 104
LYTTON, H. 28
MACAULAY, B. 114
MACKAY, J. 98
MACKWORTH, N. 34
MACMILLAN, D. 91
MADILL, A. 68
MADSEN, C. 91
MACINNIS, G. 72(2)
MALIPHANT, S. 34
MALLISON, R. 82
MALMQUIST, E. 22,52
MALONE, R. 48
MANGIERI, J. 106
MANN, L. 4(2),64
MANN, P. 82
MARASCUILO, L. 37
MARCUS, I. 91
MARCE, M. 3,45,49
MARGOLIS, R. 76
MARIMONT, R. 49
MARLOW, A. 123
MARSTON, A. 87
MARTIN, A. 49
MARTIN, D. 91
MARTIN, F. 14
MARTIN, G. 91
MARTIN, H. 34
MARTIN, M. 90
MARTINEX, G. 37
MARTINEZ, G. 108
MARTINIS, A. 122
MARTYN, M. 50(2)
MARWIT, S. 14
MASLOW, P. 2,81(2)
MATCHEZ, G. 68,99
MATHENY, A. 34
MATTEI, A. 54
MAUSER, A. 14
MAVROGENES, N. 72(2)
MAWHINNEY, V. 91
MAXWELL, A. 35
MAXWELL, J. 35
MAXWELL, M. 63,91,106
MAY, M. 24
MAYHALL, W. 91
MCBRIDE, R. 91
MCCARTHY, D. 122
MCCARTHY, J. 4(3),16
MCCOLLUM, P. 106
MCCONKIE, G. 106
MCCRACKEN, R. 35
MCCROSKEY, R. 117
MCDERMOTT, J. 19
MCDONALD, A. 35
MCDONALD, T. 106
MCDOWELL, E. 106
MCEOWN, M. 44
MCGHEE, P. 14
MCGLANNAN, F. 35
MCGLONE, R. 49
MCGRADY, H. 14
MCGUIGAN, F. 106
MCINTOSH, W. 63
MCINTYRE, C. 35
MCKEACHIE, W. 14
MCKENZIE, H. 91
MCKEOWN, P. 22
MCLEOD, J. 35(2),72
MCMANIS, D. 63
MCMENEMY, R. 96,119
MCNARY, S. 93
MCNEIL, J. 72
MCNEIL, M. 63
MCREYNOLDS, L. 114
MCWHIRTER, J. 14
MCWHORTER, K. 106
MECHAM, J. 72
MEEKER, M. 91
MEHRHOF, E. 49
MEICHENBAUM, D. 91
MEIER, J. 14(2)
MELARAGNO, R. 106
MELLO, E. 107
MENDELSOHN, F. 72
MERIDITH, P. 22
MERRITT, J. 35
MERRYMAN, E. 35
MEYEN, E. 82(2)
MEYER, J. 107
MICKELSON, N. 35
MIKALSON, E. 112
MILES, N. 80,96,119
MILES, T. 35,98
MILLAR, W. 68(2)
MILLER, E. 15,35
MILLER, L. 15
MILLER, M. 106
MILLER, P. 85
MILLER, W. 35(2),98,107
MILLICAHMP, J. 91
MILEIN, J. 76
MILLMAN, J. 35
MINDE, K. 15
MINSKOFF, E. 107,117
MOCKER, D. 109
MOELLER, D. 45
MOERK, E. 49
MOLFESE, D. 49
MONCUR, J. 114
MONEY, J. 23(2),99
MONK, M. 14
MONROE, M. 23
MORAN, P. 107
MORLEY, M. 45
MORRIS, T. 57
MORRISON, C. 36
MORRISON, D. 107
MORRISON, J. 18
MOSELEY, D. 23,107
MOSS, J. 15
MOYLE, D. 23
MOYLE, L. 23
MUEHL, S. 36,72
MULAC, A. 76
MULDER, R. 113
MULLEN, J. 63
MUNSEY, B. 49
MURPHY, J. 107
MURRAY, C. 15
MYERS, P. 4,15,82
MYKLEBUST, H. 3,4(2),7,15,45,52,82
NAIDEN, N. 36
NAIDOO, S. 36
NALL, A. 92

NATCHEZ, G. 23
NAYLOR, F. 79
NAZZARO, J. 15
NEAL, M. 68
NEAFPOCK, N. 77
NEELEY, E. 36
NEIFERT, J. 92
NEISWORTH, J. 15
NELSON, A. 94
NELSON, C. 83
NESSELROAD, E. 120
NEURINGER, C. 63
NEVILLE, M. 72
NEWMAN, A. 26,36
NEWMAN, C. 107
NEWMAN, H. 68,99
NEWTON, M. 82
NEY, P. 15
NICHOL, H. 15
NICHOLLS, J. 15
NICKS, C. 57
NITTOLI, M. 104
NOLAND, E. 36
NOLAND, R. 107
NOLL, J. 49
NORRIE, E. 23
NOTT, R. 92
NOVACK, H. 63
NUHN, C. 109,123
O'BRUBA, W. 107(2)
O'CAFFER, P. 54
O'CONNELL, C. 76
O'GARA, M. 15
O'GRADY, D. 49
O'LEARY, K. 82,91(2)
O'LEARY, S. 82
O'NEILL, M. 82
O'NEILL, R. 23
OAKAN, R. 36(2),73
OETTINGER, L. 92
OGILVIE, M. 113
OLAFSON, J. 73
OLLENDICK, A. 63
OLLENDICK, T. 15
OLLILAZ, L. 73
OLSON, A. 99
OROASS, B. 76
ORNSTEIN, A. 4,15
ORNSTEIN, R. 15
ORTON, F. 4
ORTON, S. 23(2),45(2),52
OTTO, W. 36(4),39,73,82,99
OWEN, F. 16
OZER, M. 63,64
PACE, J. 92
PACE, W. 23,92
PAINE, C. 92
PAINE, R. 23
PALERMO, D. 49
PALKES, H. 64
PALMATIER, R. 92(3)
PALMER, C. 45
PALMIERI, J. 92
PARASKEVOPOULOS, J. 16
PARO, M. 111
PARK, G. 36(2)
PARKER, R. 13
PARKER-ROBINSON, C. 48
PARREL, S. 114
PARSONS, J. 119
PASAMANICK, B. 56
PASCALE, P. 61
PATTERSON, G. 92
PAUK, W. 37
PECK, B. 37(2)
PECK, R. 107
PELLEGRINI, R. 92
PELLEGRINO, J. 92
PENFIELD, D. 37
PENICK, E. 32
PENN, J. 37
PEREIRA, E. 104
PERFETTE, C. 76
PERFETTI, C. 73
PERKINS, W. 46,49,76,117(3)
PERRY, H. 57
PERSONKE, C. 79
PETERS, J. 8,107
PETERS, N. 107
PETERSON, C. 107
PETERSON, D. 16,57
PETERSON, E. 115
PHILLIPS, A. 78,120
PIERCEY, D. 29
PIKULSKI, J. 64,73(2)
PIMM, J. 16
PISARCHICK, S. 92
PITCHER-BAKER, G. 107
PLUMLEIGH, G. 92
POECK, K. 76
POLLACK, M. 16
POLOW, N. 114
POOL, D. 59
POPE, L. 92
PORTER, J. 107
POSTLETHWAITE, T. 6
POWERS, H. 16
POWERS, R. 91
PREMACK, D. 16,93
PRICE, L. 54
PRINGLE, M. 5
PRINS, D. 49,117(2)
PROFFIT, W. 49
PROGER, B. 64
PRYZWANSKY, W. 117
PUGH, A. 37(2),72
PUMFREY, P. 37
PYFER, J. 16
PYREZAK, F. 73
QUADFASEL, F. 37
QUARRINGTON, B. 49
QUAY, H. 5,16,57
QUIRK, T. 64
RABINOVITCH, M. 42
RABINOVITCH, R. 37
RAIM, J. 107
RAMANAUSKAS, S. 73
RANSBURY, M. 73
RAPAPORT, D. 57
RAPH, J. 117
RAPOPORT, J. 41
RAPPAPORT, S. 5,93
RASMUSSEN, M. 73
RAVEN, R. 37
RAVENETTE, A. 23
RAWSON, M. 23,37(2),45(2),117
RAYEK, E. 120
RAYMORE, S. 117
REDELHEIM, P. 16
REED, J. 107
REES, N. 49(2)
REID, J. 37
REILLY, V. 123
REINMUTH, O. 37
REITAN, R. 16(2)
REITER, I. 23
RENFREN, C. 45
REPP, A. 86
RICHARDSON, H. 64
RIDER, G. 37
RIDER, S. 108
RILEY, G. 76

RING, B.	16
RITTER, J.	108
RIVERS, C.	123
ROACH, R.	49
ROBBINS, M.	16,83
ROBBINS, S.	117
ROBERTS, R.	17
ROBIN, S.	93
ROBINS, L.	5
ROBINSON, A.	23,99
ROBINSON, D.	23
ROBINSON, H.	24,37,64,100
ROBINSON, P.	10
ROBINSON, R.	105
RODENBORN, L.	73
ROE, B.	108
ROEDER, H.	38
ROEDER, M.	38
ROLNICK, M.	49
ROSE, H.	93
ROSECRANS, C.	49
ROSENBEK, J.	118
ROSENFELD, G.	93
ROSENFELD, J.	7
ROSENFELD, L.	76
ROSENTHAL, J.	16(2),38
ROSENTHALL, J.	5
ROSENTSWIEG, J.	16
ROSNER, J.	123
ROSS, A.	5,24,38,64
ROSS, J.	68,99
ROSSI, A.	38
ROSSMAN, J.	108
ROST, K.	17
ROSWELL, E.	68,99
ROTH, G.	63
ROURKE, B.	77
ROURKE, M.	73
ROLSEY, C.	49
ROUTH, D.	17
ROWELL, C.	38,73
ROWELL, E.	38
ROWLAND, T.	24,45
ROZYNKO, V.	111
RUBIN, E.	5
RUBIN, R.	17
RUCHLIS, H.	99
RUDDELL, R.	99
RUDE, R.	108
RUDEL, R.	73(2)
RUSH, M.	108,123
RUSINOW, P.	122
RUSSELL, D.	99
RUSSELL, N.	38
RUTHERFORD, W.	38,108
RYAN, B.	114,118(2)
RYBACK, D.	108
RYSTROM, R.	38
SABATINO, D.	4(2),38,64,93(2)
SACHS, R.	84
SAFER, D.	38
SALVIA, J.	64
SALZER, R.	37
SAMPH, T.	38
SAMPLES, R.	17
SAMPSON, O.	83
SAMS, A.	93
SAMUELS, S.	33,38(2),108(2)
SANDERS, J.	73
SANDERS, L.	114
SANDERSON, S.	108
SANSBURY, R.	108
SASSENRATH, J.	38
SATTERFIELD, J.	64
SATZ, P.	20,38,68,76,99
SCHAEFER, F.	17,93
SCHAEFER, R.	24
SCHAEFFER, B.	54
SCHAIN, R.	64
SCHAUB, M.	116
SCHECHTER, M.	17
SCHEFFELIN, M.	1,123
SCHELL, L.	99
SCHICK, G.	24
SCHIFFMAN, G.	21
SCHONELL, E.	120
SCHONELL, F.	78(2),120
SCHORTINGHUIS, N.	17
SCHREINER, R.	39
SCHUBERT, D.	108
SCHULDT, W.	36
SCHULTZ, M.	50
SCHWARTZ, A.	64
SCHWARTZ, E.	108
SCHWARTZ, G.	99
SCHWARTZ, M.	50
SCHWEBEL, A.	50
SCHWEIZER, I.	108
SEELEY, K.	59
SEGGEL, R.	93
SEITZ, F.	64
SELTZER, C.	123
SENF, G.	17,108
SERAFETINIDES, E.	64
SERWER, B.	93
SHAFER, S.	17
SHAFFER, D.	65
SHAMES, G.	47,50
SHAMI, M.	39
SHANKMAN, A.	39
SHAPIRO, B.	93
SHAPIRO, M.	108
SHARON, A.	73
SHARP, E.	52
SHAVER, J.	109,123
SHAW, C.	78
SHAW, D.	39
SHEARER, E.	39
SHEARER, J.	94
SHEARER, W.	50,77
SHEEHAN, J.	50(3)
SHEFF, A.	108
SHEPPS, F.	109,123
SHEPPS, R.	109,123
SHERK, J.	109
SHERMAN, A.	76
SHERMAN, J.	122(2)
SHERRICK, C.	50
SHIACH, G.	74
SHIELDS, F.	122
SHIRLEY, F.	39
SHORES, R.	93
SHUMAN, R.	39(2),109
SIDMAN, M.	39
SIEGEL, E.	39
SIEGEL, G.	48
SILBERBERG, M.	39,93(2)
SILBERBERG, N.	39,93(2)
SILVAPOLI, N.	68
SILVER, A.	37,39(2),74
SILVER, L.	17(2),65
SILVERBERG, N.	39
SILVERMAN, E.	50
SILVERMAN, F.	46,77,118(3)
SILVERMAN, M.	17
SIMMONS, J.	109
SIMON, J.	93
SIMONSEN, R.	65
SIMPSON, D.	94
SIMPSON, R.	65
SINGER, H.	32
SINGER, S.	88

SINGH, J. 109
SKLAR, M. 45
SLATER, B. 17
SLINGERLAND, B. 45
SLOANE, H. 114,122
SLOGGETT, B. 89
SLUYTER, D. 17
SMALLIGAN, D. 12
SMITH, B. 74
SMITH, C. 98
SMITH, D. 65,78,79,120(2),123(2)
SMITH, H. 114
SMITH, I. 83
SMITH, J. 40,65,117
SMITH, K. 39
SMITH, L. 109
SMITH, N. 39,99
SMITH, R. 36,39,54,57
SMITH, W. 40,109
SMITHERMAN, L. 40
SNYDER, D. 40
SOLAN, F. 24,99
SOLOMONS, G. 6
SOMMERVILL, J. 94
SOUTHGATE, V. 40
SPACHE, G. 99,109
SPALDING, R. 99
SPALDING, W. 99
SPEEDIE, S. 65
SPERRY, L. 57
SPRAGUE, R. 85
SPREEN, O. 50,65
SPRING, C. 40(3)
SROUFE, L. 17
STAATS, A. 40,50,108,109(2)
STAATS, C. 40,50
STAPLES, J. 13
STACKHOUSE, T. 37
STAINBACK, W. 83
STANCHFIELD, J. 40
START, K. 40
STAUFFER, R. 40
STEIRE, A. 83
STEINER, R. 109
STEIRNAGLE, E. 109
STENNER, A. 14
STENNETT, R. 40,54
STEPHEN, A. 30
STEPHENS, H. [illegible],122
STEPHENS, I. 83
STEPHENS, T. 40,109
STERN, C. 52
STERN, D. 50,101
STEVENSON, N. 24
STEWART, M. 18(2),64
STICK, S. 77
STILLMAN, B. 98,119
STINE, D. 109
STORANDT, M. 59
STORMS, L. 65
STOTT, D. 24,40,83
STRANDBERG, T. 50
STRANG, H. 109
STRANG, R. 24,50,68,100
STRAUS, E. 40
STREFF, J. 94
STREVENS, P. 54
STRICKLER, E. 18
STROM, R. 94
STRONG, C. 94
SUITER, P. 82
SULLIVAN, J. 40
SUMMERS, E. 41
SUTHERLAND, J. 41,54(2),65
SVARSTAD, B. 13
SWAN, W. 12
SWICK, K. 41
SYKES, D. 18
SYMMES, J. 41
TALLMADGE, G. 94
TANDE, D. 51,55
TANNER, L. 39
TANSLEY, A. 100
TARAWFSKY, E. 83
TARNOLOP, L. 83(2)
TARNOPOL, L. 5,57
TARVER, S. 18
TASCHOW, H. 41
TASH, E. 18
TAUBER, R. 65
TAYLOR, J. 41,94
TELEGDY, G. 18,77
THACKRAY, D. 41
THALL, M. 41
THIAGARAJAN, S. 5
THOMAS, E. 100
THOMAS, J. 65
THOMPSON, D. 18
THOMPSON, G. 41
THOMPSON, H. 18
THOMPSON, L. 24,50
THOMPSON, M. 82
THORN, E. 110
THORNHILL, H. 18
TIEN, H. 41
TILKER, H. 11
TILLMAN, C. 34,41(2)
TILLOTSON, K. 86
TIMMONS, B. 118
TINKER, M. 56,67,80,96
TODD, C. 41
TONRA, R. 94
TOPAZ, P. 18
TRAVIS, L. 45
TRELA, T. 26
TRIMBLE, N. 110
TROTTER, W. 118(3)
TRUOG, A. 29
TSVETKOVA, L. 18,77
TUINMAN, J. 18
TUNE, N. 41(2)
TURNER, A. 6
TURNURE, J. 38
TUTTLE, D. 110
TYABOVA, T. 77
TYLER, F. 83
TYMCHUK, A. 62
TYSON, M. 110
ULLMAN, C. 65
UPRICHARD, A. 122
UYEDA, F. 65
VACCA, J. 110
VACCA, R. 110(2)
VALETT, R. 57,65,100(2)
VALLETUTTI, P. 50
VAN ALLEN, R. 20
VAN BEHREN, B. 29
VAN DOORNICK, W. 70
VAN HANDEL, D. 56,81
VAN HATTUM, R. 118
VAN KIRK, B. 118(2)
VAN OSDOL, B. 18
VAN RIPER, C. 114(2)
VAN WITSEN, B. 83
VANCE, H. 118
VAUGHAN, R. 18
VAUTOUR, J. 65
VELLUTIONO, F. 110
VERNER, C. 41
VERNON, M. 24,41(2)
VERNON, P. 24
VOCKELL, E. 42

VOCHE, A. 94
VOGEL, S. 24,42
VOLKMOR, C. 94
VON HILSHEIMER, G. 5
WALSWORTH, H. 94
WAGNER, R. 24,42(2),110
WAIT, J. 63
WALERUP, M. 19
WALKER, L. 42
WALKER, R. 94
WALLACE, D. 114
WALLACE, G. 83
WALLBROWN, F. 19,42
WALLBROWN, J. 19
WALLEN, C. 110
WALLNER, N. 74
WANAT, J. 72
WANG, M. 54
WARD, J. 94
WARNCKE, E. 110,123
WARNOCK, D. 100
WASHBURN, W. 19
WATSON, A. 120
WAUGH, K. 57
WAY, J. 110
WEBER, R. 110
WEBSTER, J. 24,100
WEDELL, K. 19
WEIN, A. 94
WEINBERG, J. 9
WEINBURG, R. 23
WEINER, F. 55
WEINER, P. 51
WEINSTEIN, R. 42
WEINSTOCK, J. 118
WEINTRAUB, S. 42(4)
WEISMAN, E. 110
WEISS, G. 15,19
WEISSENBERG, F. 110
WEITHORN, C. 65
WELLS, C. 45
WENDER, P. 19,85
WEPMAN, J. 42,51
WERRY, J. 5,19
WERSTLER, C. 66
WERTHEIM, E. 51,77
WETSTONE, H. 110
WEXLER, S. 87
WHELAN, R. 13,74
WHITCRAFT, C. 19
WHITEHILL, R. 94
WICKLUND, D. 33,71
WIEDERHOLT, J. 31
WIENER, M. 42
WIIG, E. 19
WILBORN, B. 66
WILLEMS, A. 43
WILLIAMS, D. 77(2)
WILLIAMS, [illegible] 77
WILLIAMS, J. 22,42(2),50,66,69
WILLIAMSON, A. 19
WILLIS, D. 46
WILLIS, J. 94,110,111
WILLS, I. 19,20,95
WILSON, C. 2,56,81
WILSON, D. 28,45
WILSON, M. 19
WILSON, R. 68(2),74,100(2)
WINGATE, M. 47,55,77
WINKLER, R. 114
WINSBERG, B. 111
WISEMAN, M. 40
WITTMAIER, B. 95
WOESTEHOFF, E. 24
WOLF, R. 55
WOLFE, V. 51
WOLFE, W. 75,114
WOOD, M. 123
WOOD, N. 45,51
WOODBY, L. 52
WOODS, C. 51,77
WORD, P. 111
WORELL, J. 83
WOY, J. 118
WOZENCRAFT, M. 74
WRIGHT, L. 19
WUNDERLICH, R. 19,24,95
YAIRI, E. 51,77
YEE, A. 79
YODER, D. 51,55
YOUNG, F. 24
YOUNG, M. 5
YOUNG, V. 111
YOUTH, R. 106
YSSELDYKE, J. 38
YULE, W. 43,74
YUSSEN, S. 95
ZEILBERGER, J. 95
ZEMAN, S. 43
ZIFFERBLATT, S. 83
ZIMET, S. 103
ZIMMERMAN, E. 95
ZIMMERMAN, J. 5
ZINTZ, M. 24
ZRULL, J. 19
ZWEIG, R. 100